

St Kieran's Catholic Primary School, Manly Vale

Annual School Report to the Community

2014



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Principal

Mrs Terri Paterson

ABOUT THIS REPORT

St Kieran's 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](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

In 2014 St Kieran's was committed to providing meaningful and succinct communication processes for our families. The *Parent Planner* was taken up by parents and the school website was further developed with inclusion of *Weebly*s highlighting learning and information within K-6 classrooms. Access to these sites further encouraged parent engagement with students' learning processes.

Professional learning for teaching staff embedded quality learning experiences based on implementation of the NSW English and Mathematics syllabuses. Differentiation of learning programs based on student needs focused on classroom practice and identified targets.

Upgrades of ICLTs occurred as interactive white boards were replaced and a bank of 30 iPads were purchased for use in K-6 classrooms.

The School Board and Parents and Friends Committee (P&F) continued to support the school community as they implemented the school vision: *Embrace, Equip and Engage*. An enrolment package was developed; it included a parish welcome kit and a framework outlining the guiding principles of the school: Catholic discipleship; academic pursuit and community spirit.

Parent Body Message

In 2014 the P&F committee aligned their strategic initiatives to the schools newly appointed vision of *Embrace, Equip and Engage*. The intention was not just to function to the typical role of support and fund raising activities normally associated with the P&F, but to be more relevant, increase awareness and deepen community engagement throughout the school. To help facilitate this objective, 13 P&F events and 8 P&F deliverables were scheduled during the year.

As a result of dedication and a strong parent community the P&F had a successful year. Key highlights included the:

- revitalisation of the canteen menu as a result of a nutritional assessment and the implementation of Flexischools which led to procedural improvements
- introduction of the 'age-old' community car wash as a fund raising event
- increased roll out of available technology to broaden the reach to parents e.g. the P&F funded *Parent Planner*
- re-alignment of class open times to be more appropriate to the needs of our parents
- implementation of processes, tools and a *P&F cloud* to enable the next generation of P&F executives to leverage for improvement on the basis of work already undertaken.

Student Body Message

We believe that there are many things that make St Kieran's a special place. One of these is the school's ability to engage parents, students and staff in the learning experience. Our Motto "To learn and to love" is all about engagement through great relationships and learning.

The Principal comes into our classrooms and congratulates us when we are going well. All our teachers are able to engage with us and support us when we need help. When we ask for assistance we know that the teachers will be there for us.

Parish Priest's Message

On Boxing Day morning, as I removed the Christmas Mass times from the school LED sign on Condamine Street and replaced it with "School resumes January 27th", I realised my 3½ year period at Manly Vale had come to an end.

2014 was highlighted with many events, but the knowledge that I wouldn't be part of the 2015 school community brings mixed feelings.

My parting message to both school and parish communities is a simple one, namely, that what we have today, indeed what has been handed down to us from those who have gone before, must not be taken for granted. If the values we admire and respect in our school are to be preserved it will be today's community that will take it forward.

The teachers are at the forefront of not only Catholic education, but indeed the mission of the Church; they are Gospel-bearers for Christ. If our children and their families are to know, love and cherish the faith and its practice it will fall to teachers to ensure this happens. If we look to others to make it happen, we are mistaken.

The next generation of Christ's disciples will be born, nurtured and mature in the environment only we can create and foster. I will make that my prayer in coming months.

SECTION TWO: SCHOOL FEATURES

School Features

St Kieran's Catholic Primary School Manly Vale, is a Catholic systemic co-educational school.

St Kieran's is a co-educational K-6 Catholic primary school that prides itself on an established reputation of quality learning and positive community relationships.

St Kieran's Primary School is part of the Catholic Community of North Harbour Parish. It is a vibrant and close-knit community, with the school being an integral part of the overall parish life. The school's motto, "To learn and to love", is highly valued by the whole community – students, parents and teachers.

St Kieran's was one of the parishes established on the Peninsula from the original parish of Manly. Monsignor McDonald, priest of Manly, dedicated the church in honour of the patron saint of his old school, St Kieran's College, in Kilkenny, Ireland.

The foundation stone of St Kieran's Church/School was laid on April 20, 1952. The Augustinian priests took responsibility for the parish in this year. The Augustinians have provided guidance and support to the school since this time. They have contributed greatly to the everyday life of the school and to its strategic direction.

St Kieran's Parish School was opened in January 1953 with an enrolment of 30 children. The Sisters of the Good Samaritan ran the school from this time until 1974 and continued to be part of the staff until 1977, when they withdrew from the school altogether.

St Kieran's is proud of its tradition in providing quality Catholic education to the families of the parish for over 60 years.

Currently the school has 14 classes from Kindergarten to Year 6 with approximately 360 students. Our community is mainly drawn from Manly Vale, Brookvale, North Manly, Allambie, Allambie Heights, Balgowlah and Balgowlah North.

As a welcoming Catholic school community, St Kieran's promotes Gospel values through relationships based on acceptance, respect, dignity, compassion and uniqueness of the individual.

As a loving and life-long learning community we are committed to:

- excellence in teaching and learning
- growth in faith
- affirmative pastoral care
- promotion of social justice through leadership.

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 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
171	168	61	339

* Language Background Other than English

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 2014 was 96.44 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96.50 %
Year 1	97.00 %
Year 2	97.20 %
Year 3	96.90 %
Year 4	95.00 %
Year 5	96.20 %
Year 6	96.30 %

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).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
22	6	28

* This number includes 13 full-time teachers and 9 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.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	22
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

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.

Day 1	Literacy: New English syllabus and spelling continuum
Day 2	Science: Implementation of the new syllabus linked to scope and sequence
Day 3	Religious Education/Spirituality: Mission accreditation units.

As outlined in the School Improvement Goal for Pastoral Care, Components 1 and 2 of

Kidsmatter built an awareness of positive learning environments and social and emotional learning. Staff attended two twilight sessions on this.

An emphasis for 2014 was the development of class *Weeblies* and improved integration of digital technologies into teaching and learning strategies.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and 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 life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

During 2014, students, teachers, parents, friends and parish community embraced and celebrated the many traditions, practices, beliefs and values which contribute to the rich fabric of our Catholic life and mission. Staff and parents worked with the Parish Priest, parishioners and various parish ministries enhancing and strengthening the relationship between school and parish. The school community participated in many parish initiatives and parishioners joined with the school community for many celebrations.

Students and teachers thoughtfully prepared and enthusiastically participated in a wide variety of liturgical, sacramental and community celebrations. Students' participation in masses and liturgies increased as they engaged more fully with the celebrations through dance, processions, proclaiming the word, drama, art, altar serving, singing and hospitality.

During Monday morning assemblies the Liturgy Team led students, staff and parents through the liturgical year, focusing on the responses of the Mass. This resulted in increased active participation by all students when responding during masses and liturgies. A children's choir, prepared by parents, enhanced many celebrations and *Parent Prayer* mornings blossomed. Year 3-6 students continued to join parishioners to celebrate the Eucharist on Thursday mornings.

The Religious Education modules of learning supported and enhanced the *Parish Sacramental Program*. Children in Year 2 and Year 3 participated in the Sacraments of Initiation.

We view the world through the lens of our Catholicity. The school's behaviour policy, based on Glasser's *Choice Theory*, encourages teachers and children to discuss interpersonal relationships and wellbeing practices using Gospel values of acceptance, respect, dignity, compassion, forgiveness, justice, peace, love and the uniqueness of the individual.

Catholic Mission provided simulation activities for the children in Years 3-6. Students were

actively involved in activities which led them to a greater comprehension of injustice in the world. Students engaged in fund raising activities with greater awareness of the living conditions of some children in the world.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. 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 focus in Curriculum, Teaching and Learning in 2014 was based on the three year strategic goal: to embed a shared understanding of the *Teacher Inquiry and Knowledge Building Cycle* (Timperley, 2008) to improve learning.

Guided by this focus, spelling was an area for particular attention. Students were placed on the *Spelling Continuum* and teaching and learning strategies were explored in professional learning (PL) then implemented into teaching programs in order to best meet individual students' spelling needs. The focus was continually developed within a writing context.

In order to better monitor progress and track individual students' growth the online tracking database was developed and finalised during 2014. Together with this, the assessment grid provided an overview of the tools/assessments used throughout the school. The assessment grid was adjusted further to enable the collation of a wide variety of assessments by class teachers. Strategic PL was designed to build capacity among all staff in data analysis and effective pedagogies. Many of the High Yield strategies were implemented to ensure improved student outcomes including CASL meetings and Instructional Walks and Talks.

During 2014 the new English syllabus was implemented in the school as were new programming proformas, designed to facilitate the best application of the syllabus. As well as English, the new Mathematics syllabus was also implemented. The focus for teaching and learning during the Mathematics block was on providing opportunities for further development and consolidation of skills in Number, based on *Growth Point Framework* data. The use of *Learning Intentions* was further developed during 2014. Teachers implemented the use of *Learning Intentions* and explored ways to co-construct success criteria. The purpose of this is to empower students and encourage them to exercise greater responsibility/monitoring of their own learning.

The use of additional electronic devices in teaching and learning was also explored further during 2014. iPads were purchased for the school and professional learning opportunities were

organised for staff to further investigate how best to utilise the devices without compromising high quality pedagogical practices. The SAMR model (Substitution, Augmentation, Modification, Re-definition) was studied closely in order to achieve this.

During 2014 the Science and Technology syllabus was also looked at closely by teachers. Teachers were led through the Rationale for the syllabus then delved into syllabus content and discussed the dual focus of Working Scientifically and Working Technologically. Programming proformas were then designed and introduced for use by teachers, aimed at facilitating the best application of the syllabus.

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](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.90 %	49.90 %	0.00 %	11.90 %
	Reading	78.70 %	46.20 %	4.30 %	13.10 %
	Writing	76.50 %	39.10 %	0.00 %	11.20 %
	Spelling	57.50 %	43.70 %	8.50 %	14.80 %
	Numeracy	56.30 %	36.20 %	2.10 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	68.30 %	36.60 %	7.30 %	16.10 %
	Reading	56.10 %	34.50 %	9.70 %	16.30 %
	Writing	39.10 %	15.50 %	7.30 %	21.40 %
	Spelling	48.80 %	33.60 %	9.80 %	16.40 %
	Numeracy	46.40 %	25.90 %	4.90 %	18.10 %

NAPLAN Comments

Analysis of NAPLAN data for 2014 indicated a number of key strengths and also assisted in identifying some future directions for further development.

Although trend data shows some minor cohort-driven fluctuations over the past few years, the results generally remain above diocesan and state levels and continue to grow. Achievements in the top two bands for Spelling show an increase for Year 5 in 2014, compared to 2013 and a slight decrease for Year 3. Closer examination and item analysis of NAPLAN indicates that Spelling continues to be an area requiring further development; as such it has been included as a SIP goal for 2015. Professional learning supporting teachers in their analysis and understanding of the *Spelling Continuum* as well as the identification of specific strategies to assist in the development of skills as students move along the continuum has been planned for 2015.

Item analysis in Numeracy, and the two sub-strands, Data, Space, Measurement and Geometry, and Number, Patterns and Algebra, indicated that although results in Number were generally positive, students didn't perform as well on specific, multi-layered problems requiring complex problem-solving skills. This then has informed the decision to implement a co-teaching strategy for 2015 throughout the school focusing on the use of multi-layered problem solving tasks and strategies to encourage the development of strong skills in Working Mathematically.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

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.

The implementation of the *KidsMatter Framework* was a feature of 2014. An action team was established consisting of the principal, coordinator, parent and After School team leader. Regular inserts were placed in the school newsletter informing parents of the *KidsMatter Framework* and the professional learning for staff that occurred throughout the year. Professional learning, taken over two twilight sessions, was based on developing a social and emotional learning tool where all students were placed on a developmental grid. From this, students' wellbeing needs were highlighted. Activities from Component 2 of the framework were further explored and implemented in individual classrooms.

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.

The St Kieran's *Quality Behaviour Policy* is based on the diocesan *Behaviour management and student discipline policy*.

Our St Kieran's *School Rules* and *Behavioural Expectations* outline appropriate student behaviours that contribute to the functioning of our school as a safe and supportive learning environment. At St Kieran's Catholic School we believe in adopting proactive strategies for defining, teaching, encouraging and supporting appropriate student behaviours in order to enhance learning.

The *Quality Behaviour Policy* provides all within the community with the language to discuss behaviour in a consistent way. School values, as articulated in the Mission Statement, are the basis for the agreements for responsible behaviour within the school and the classroom; it provides a scaffold supporting reflection about any behaviour. These values help create our two school rules of:

- Safety – each member of the St Kieran’s school community has the right to be SAFE, physically and emotionally
- Respect – every member of the St Kieran’s school community has the right to be RESPECTED and valued.

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.

Anti-Bullying Policy

At St Kieran’s Catholic Primary School, we believe that all members of the community have the right to a learning and work environment free from intimidation, humiliation and hurt. All share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and we (students, staff and parents) all share a responsibility for preventing it. The school's *Anti-Bullying Policy* aims to provide clear procedures and strategies to prevent, reduce and respond to bullying.

At St Kieran’s we adopt the following strategies to prevent bullying:

- explicit teaching of positive behaviours embedded within the curriculum
- regularly developing, recognising and acknowledging students who demonstrate appropriate behaviours that promote and restore right relationships
- classroom, playground and transition supervision
- provision of safe and structured playground spaces and activities.

St Kieran’s has a ‘response to a bullying claim’ process which is monitored and tracked on a regular basis.

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.

At St Kieran's we take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible, using the following processes:

- A complaint about a student other than your own child should be raised initially with the child's class teacher.
- Complaints about a staff member relating to teaching and learning should first be discussed with the relevant teacher or the principal.
- A complaint about inappropriate behaviour of a staff member towards any child or young person should be directed to the principal; confidentiality must be maintained (see Child Protection).

Please refer to the *Parent and Community information brochure – addressing concerns about a school*, copies of which are available from the school.

Initiatives Promoting Respect and Responsibility

St Kieran's has a series of student focused programs that reflect the importance the school gives to social and emotional wellbeing. Well-sequenced prevention programs begin with Kindergarten transition and continue to be built upon through to Year 6. Social literacy is highlighted within all areas of the curriculum with particular emphasis on student leadership in Year 4 (*Voice4Kids*), Year 5 (*Playground Buddies*) and Year 6 (*Leadership Teams*). Proactive programs include *Engage:Link*, *Buddy System*, and *Kids Club*.

Social and emotional learning was a feature of the *KidsMatter Framework* implemented throughout the year. This led to a greater community understanding of the impact of social and emotional intelligence on the learning process across the grades.

A senior student and K-6 parent survey was conducted in the area of Pastoral Care; the findings highlighted the major strengths of the school as being:

- leadership commitment to student wellbeing

- early intervention
- targeted student support
- supportive and connected school culture.

Safety and *Respect* flags were purchased for the school playground to remind students of the two school rules when on the playground.

SECTION NINE: SCHOOL IMPROVEMENT

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

During 2014, the School Vision Statement: *Embrace, Equip and Engage* continued to be implemented with all members of the school community embedding a greater understanding of their roles and responsibilities. The School Improvement Plan (SIP) for 2014 included the key improvements of *strengthening and deepening the students' understanding of Jesus in the Scriptures*. This was achieved by:

- exploring ways to break open the Word e.g. Lectio
- utilising appropriate ICLT in RE showcasing understanding of scriptural passages

The key improvement *identifying the importance of Social Justice* was achieved by:

- the reviewing by senior students of the relevance and impact of Social Justice initiatives and practices at the school.

Key improvements in the area of Pastoral Care involved:

- the implementation of *Kidsmatter* Component 1 (building a positive school community) and beginning Component 2 (social and emotional learning).

Teaching and Learning key improvements focused on *increasing the number of students at Stage appropriate levels on the Spelling Continuum*. This was achieved within the context of Writing.

Priority Key Improvements for Next Year

Key targets in the SIP for 2015 include:

- improved student awareness of discipleship challenges as stated in RE Modules K-6
- increased evidence of students linking scripture to action
- evidence of improved student ability to resolve conflicts
- greater whole school awareness of Wellbeing
- all students to achieve spelling benchmarks

- decrease the percentage of students identified as vulnerable in Number (MAI) in middle and upper primary.

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 found the levels of communication within the school community greatly enhanced via the web-site, Weebly and *Parent Planner*. The School Board and P&F assisted the school leadership on ways that communication could be further enhanced linking with the school vision: *Embrace, Equip, Engage*.

Parents were led and supported by members of the School Board to instigate and plan for regular prayer and spirituality sessions throughout each term. Enthusiastic efforts by the P&F executive ensured there was a significant balance of social and fundraising opportunities throughout the year.

As part of the introduction of the *KidsMatter Framework* within the school, data was collected from parents and senior students with a positive result.

Student Satisfaction

As students of St Kieran's, we believe that a quality education involving learning, having healthy relationships and learning how to deal with problems ourselves is extremely important. Each and every student of this school is receiving this education and are helping others to learn each day of the school year. We believe that student satisfaction has been met.

At our school, we have multiple learning opportunities that the school provides for the students to enjoy and to help them extend their learning. Some of these activities are Band, Drama, After School Care/Before School Care, Kids Club, Creative Arts, Italian and many really fun and exciting excursions that relate to our learning units.

During morning tea and lunch, children socialise with their friends in the playground. Whenever there are any issues or problems that the students are unable to deal with, the teachers will always support them and help them to solve the problems. However, sometimes it is best that the students deal with it themselves, as the children are the only ones that can really stop the issue. Still, teacher guidance can really make a difference.

Teacher Satisfaction

Teachers continue to feel supported in the classroom through their professional learning experiences, staff meetings, grade meetings, learning team meetings and staff development days. Teachers appreciate the organisation and effective communication via staff memos, 'What's Happening' and availability of the school leadership team.

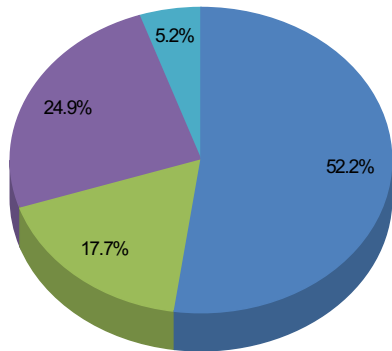
Teachers expressed satisfaction with structures that allow for time given to discuss and problem solve classroom learning in support of differentiation.

Teachers appreciate the strong collegial, supportive and professional relationships among the teaching staff. They also value opportunities to further develop leadership skills through Professional Learning Communities (PLCs) in Numeracy, Literacy and Science, and High Yield Strategy workshops provided by the Catholic Schools Office.

SECTION ELEVEN: FINANCIAL STATEMENT

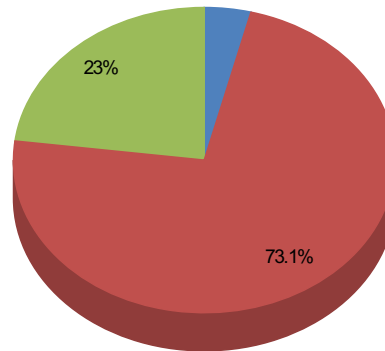
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (52.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.7%)
- Fees and Private Income (24.9%)
- Other Capital Income (5.2%)

Expenditure



- Capital Expenditure (3.9%)
- Salaries and Related Expenses (73.1%)
- Non-Salary Expenses (23%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,038,020
Government Capital Grants	\$0
State Recurrent Grants	\$689,032
Fees and Private Income	\$970,578
Other Capital Income	\$204,709
Total Income	\$3,902,339

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$135,294
Salaries and Related Expenses	\$2,505,857
Non-Salary Expenses	\$789,054
Total Expenditure	\$3,430,205