

St Kieran's Catholic Primary School,
Manly Vale

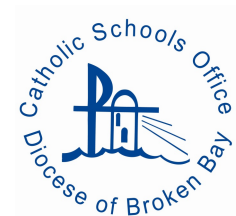
63 Gordon Street, Manly Vale 2093

Principal: Mrs Terri Paterson

Phone: (02) 9949 3523 Fax: (02) 9949 2230

Email: skmv@dbb.catholic.edu.au

www.skmvdbb.catholic.edu.au



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

A key focus in 2016 was School Review and Development. This process confirms compliance of mandated legislative/diocesan requirements and enables self-evaluation for school improvement. Staff and the school advisory council found strengths, challenges and opportunities. Colleagues from other schools contributed, commenting on practices in curriculum/non-curriculum areas and key domains: Catholic Life & Mission; Learning & Teaching and Pastoral Care. The parish priest and parents participated in focus groups to help the panel evaluate and recommend future directions. As a result the school was praised for its professional engagement in the process and the model of collaborative leadership shown by engagement across the community. The panel noted recommendations of the 2012 Review had been applied and the vision of *Embrace Equip Engage* had been developed; they validated the evaluation report and recommendations for the next cycle. With a successful SRD and clearly articulated path, it is timely to hand over the school to new leadership. I am very grateful for the years I have served the community and I know I leave the school in very capable hands as I move to retirement.

Parent Body Message

Thank you to the president for leading the P&F committee throughout the year. He has only been in the role for a year but has managed to achieve much in terms of events and community building. The P&F committee ably supported our president as they worked together to continue the excellent work of previous committees and further the sense of community among all members of the school. The Gatsby Ball was a particular highlight of the year and was a wonderful example of the strong and vibrant St Kieran's community.

The P&F supported the school by purchasing air conditioning units and sustaining the upkeep and maintenance of a variety of ICLT devices. The P&F will also contribute to the ongoing upgrade of the school playground space. A significant event this year was the closure of the school uniform shop and subsequent outsourcing. The school advisory council held a very successful annual retreat at Mary MacKillop Place led by members of the council.

The P&F ended the year with a very successful carols evening and this was the perfect opportunity to farewell the principal who finished up after twelve years of service at the school.

Student Body Message

The Year of Mercy was an opportunity to explore the acts of mercy within our community. Some students created art works on the theme of Mercy which they entered into a competition. The *Engage* program ran again this year and was appreciated by students from K-6 as it enabled all students to connect with the Year 6 leaders and build relationships. The Year 6 leadership program builds confidence in every student who participates as students have to share their opinions and use their initiative when working in their specific teams.

School carnivals are a wonderful way to build community spirit. The sports colour houses all work together to support the school spirit. The younger students work with older students to create a strong sense of teamwork, collaboration and encouragement.

We want to thank our principal for her time at St Kieran's in organising and running a wonderful school with determination and happiness.

SECTION TWO: SCHOOL FEATURES

School Features

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

St Kieran's prides itself on an established reputation for quality learning and positive community relationships. The 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 and 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.

St Kieran's has a strong pastoral care program that seeks to nurture the whole person; it supports the academic agenda as well as the social, emotional and spiritual needs of students. The school enjoys a very positive profile in the community due to its reputation for quality education and its strong focus on pastoral care and community involvement.

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
183	171	71	354

* 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 2016 was 94.03 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	94 %	94 %	92 %	95 %	95 %

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 *Procedures 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 2016:

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

* This number includes 16 full-time teachers and 6 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	Teacher accreditation and SIP goals for 2016
Day 2	School review and development
Day 3	The role of the church in the contemporary world

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

The hallmarks of Religious Education at St Kieran’s Manly Vale include the explicit teaching of the traditions and ethos of the Catholic church and the meaningful exploration, learning and application of the gospel message. Specific attention has been paid to the use of the Kath Murdoch Inquiry Process, ensuring that learning experiences cover the breadth of the model thus allowing students to reflect and celebrate the gospel teaching.

Professional learning has encompassed the Catholic worldview, Catholic social teaching and the service learning model (“Head, Heart and Hands”). Teachers were able to make direct links between these church teachings and their mission modules. Social justice, an ongoing focus for the whole school community, was ably led by the mission leadership team.

As a direct consequence of the diocesan student voice surveys, an emphasis on learning through the medium of the creative arts has been explored. Professional learning in the area of *Visio Divina* led to reflective religious images being used as prayer. There was a concerted effort to enrich Religious Education and engage students through the use of drama and visual arts.

All teachers completed six hours of professional development on the topics of the church in the contemporary world and mission. Brother David Hall engaged with staff discussing the concept of the Catholic school as the face and action of the Church for our community.

Teachers and their classes prepared reverent, scripture based, age appropriate liturgies and masses. Various forms of prayer are in evidence at St Kieran’s. Parent prayer is offered to the school parent community regularly. Family prayer is supported through the use of a family prayer pack. Our parish / school relationships are supportive. The Augustinian priests of the parish are

collegial, as are all members of the parish office staff.

Catholic life and mission at St Kieran's Catholic School is in a good place. Teachers regularly liaise with the Religious Education Coordinator, use resources, present thoughtful and ever-evolving teaching and learning programs, have well maintained and age-appropriate sacred spaces and Religious Education walls, and participate in topical religious discussions. A feeling of professional robustness continues to be developed by all the stakeholders in Religious Education at St Kieran's Manly Vale.

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.

This year the school built on the 2015 initiative of co-teaching by planning co-teaching not just in Mathematics but also in English and Religious Education. The focus for Mathematics continued to be the use of co-constructed success criteria and the skills of Working Mathematically to structure rich, open-ended problem-solving opportunities for students. In English, the focus for co-teaching was to continue the use of learning intentions, co-constructed success criteria and feedback to students as well as working with the *Seven Steps for Successful Writing*. The co-teaching model involved planning sessions and a follow-up meeting where analysis and evaluation of the strategies used were discussed.

Two Stage 1 teachers were trained as Early Years EMU specialists during 2016 and they began to implement their learning by focusing on two groups for intervention from the Year 1 cohort. The Numeracy coordinator worked with the Middle Years EMU groups from Stage 2.

The HSIE curriculum (History and Geography) was implemented and a scope and sequence was planned by the staff ensuring that all components of this KLA were covered. Teachers continued to focus on identifying teaching and learning strategies and resources to support student learning in this KLA.

The Science Education Officer worked with teachers across all grades, identifying resources and strategies. The school's Science coordinator continued to support the implementation of the school's scope and sequence for Science and Technology.

In Pastoral Care, KidsMatter component 3 was implemented and professional learning was led by the Pastoral Care coordinator. Parent Education became a focus during 2016.

There was a continued focus on the use of Google Apps for Education (GAFE) in order to enhance student learning, as well a continuation of the use of class Weebly's, focusing on home links for student work and parent communication.

The Robotics program was expanded to be implemented throughout the school with additional opportunities for students to participate in an after school program as well. During Robotics sessions, students learn to use computer programs effectively to problem solve, work collaboratively, and access, create and communicate information and ideas.

Professional learning for the staff was organised using a more individualised approach. Teachers identified a personal goal based on either the Literacy or Numeracy component of the SIP goal; then, working with the Literacy/Numeracy coordinator, teachers researched, implemented and evaluated a teaching and learning focus which was then shared with all staff.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	74.51 %	52.50 %	0.00 %	9.60 %
	Reading	78.85 %	49.40 %	0.00 %	11.50 %
	Writing	64.71 %	48.80 %	1.96 %	6.20 %
	Spelling	70.59 %	46.40 %	1.96 %	12.40 %
	Numeracy	57.69 %	35.60 %	0.00 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	59.46 %	36.30 %	8.11 %	15.00 %
	Reading	59.46 %	35.30 %	10.81 %	15.50 %
	Writing	36.11 %	17.20 %	8.33 %	18.10 %
	Spelling	45.95 %	29.80 %	18.92 %	17.20 %
	Numeracy	43.24 %	28.30 %	2.70 %	16.50 %

NAPLAN Comments

There was evidence of strong growth in results for the 2016 Year 5 students. In Year 5, 74.3%

of students achieved greater than or equal to expected growth in Reading; 60% of students achieved greater than or equal to expected growth in Spelling; 62.9% of students achieved greater than or equal to expected growth in Grammar and Punctuation; and 77.1% of the students achieved greater than or equal to expected growth in Numeracy. The *My School* website shows that in both Reading and Numeracy, the average learning gain of students at St Kieran's exceeded the average growth of students across the country who were at the same starting point.

70.6% of students scored in the top two bands for Spelling in Year 3, with 93% in the top three bands. With 45.9% of Year 5 students in the top two bands for Spelling, a pattern that has emerged is that there are more Year 5 students who have scored in bands 4,5,6. The result of this was a total of 51% in those bands. This would indicate that there is some further work to be done in order to sustain growth and achieve a greater number of students scoring in the top two bands.

78.8% of Year 3 students scored in the top two bands for Reading with a total of 88.4% in the top three bands. The Year 5 students scored 59.4% in the top two bands for Reading with a total of 62.1% in the top three bands. Although individual student growth was quite strong, this indicates that some further work is required in this area. The 2017-2019 School Improvement Plan highlights a focus on using the co-teaching model to incorporate Sheena Cameron's nine reading comprehension strategies.

57.7% of Year 3 students scored in the top two bands for Numeracy with a total of 84.6% in the top three bands. In Year 5, 43.2% of students scored in the top two bands, with a total of 70.2% in the top three bands. The results in individual growth would suggest that progress was positive for the Year 5 students. However, an emphasis for the 2017-2019 School Improvement Plan in the area of Mathematics is to focus on strategies for Place Value and Multiplication/Division in order to reduce the number of vulnerable students in this area. This emphasis will occur through the model of co-teaching and through professional learning. The continuation of the EMU program for Year 1 and for Stage 2, as well as the development of learning plans targeting specific growth points, should further support the attainment of specified goals.

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.

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.

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.

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.

Initiatives Promoting Respect and Responsibility

Leadership opportunities are provided for all Year 6 students in an effort to prepare them for their contribution to the leadership team approach in their final year of primary school. The senior school leadership focus continues to provide students with opportunities to take responsibility through a shared leadership approach.

A 'leaders in training' program with Year 5 ensures that students identify the qualities of positive leaders and effective leadership in order to reflect on the development of their own leadership style. One of the major initiatives for Year 5 is the continuation of organising and supervising of playground equipment as well purchasing suitable equipment. Students show leadership by communicating with students about the appropriate use of equipment and this is a great opportunity for discussions around respect and responsibility.

The school rules, Safety and Respect, continue to be highlighted in the ENGAGE program that occurred in Term 3. This was once again led by the Year 6 students, giving them an opportunity to develop responsibility for developing student wellbeing.

The Civics and Citizenship team prepared and delivered a Remembrance Day address at a local community event involving other local schools and dignitaries. They also prepared a ceremony which was held at the school.

The Year 6 Pastoral Care team continues work with the PC coordinator to provide opportunities for students who choose to be part of weekly Kids Club. Kids Club gives these students the chance to socialise in a supported environment.

The Year 6 students visited the Kokoda Track Memorial Walkway in Rhodes and this gave them an insight into the war and the commitment and courage of our service men and women. The students came away from this experience with a strong respect for people who served our country.

Years 5 and 6 students also participated in a winter sleep out. The experience gave the children an understanding of the conditions in which homeless people survive. The sleep out strengthened their commitment to undertake and actively participate in initiatives to assist the homeless.

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

The 2016 SIP in Catholic Life and Mission included a plan for the REC to co-teach the integration of Scripture through creative arts, focusing on *Visio Divina*. This was achieved by teachers

- working together to plan sessions by reading about *Visio Divina*
- planning lessons based on current Scripture readings
- leading *Visio Divina* prayer with their class and teaching colleagues
- evaluating the impact of this approach.

In Pastoral Care, a strong focus was to initiate parent learning based on component 3 of *KidsMatter*. This was achieved by:

- organising presenters from the Diocesan Parent Council to hold two parent information evenings about resilience and positive behaviours.

In Teaching and Learning the SIP goal for English focused on co-constructed success criteria to improve the quality of writing. In Maths the goal focused on an improved ability to work mathematically when problem-solving. We worked towards these goals by:

- teachers selecting a goal (English / Mathematics) based on class needs and linked to the SIP goals
- teachers researching and working with Literacy / Numeracy leaders to implement and evaluate strategies
- co-teaching to support teachers' identified goals.

Priority Key Improvements for Next Year

Key improvements for 2017 are focused on initiating the School Improvement Plan 2017-2019. This is an opportunity to build on the school's vision to Embrace, Equip and Engage by developing the empowerment of the student. To meet this vision, the 3 year goal in Teaching and Learning is to increase student ownership of learning in order to improve outcomes. The strategies chosen to achieve this include professional learning (PL) with a focus on effective feedback, challenge based learning and student goal setting. There will be a continuation of co-teaching as a model of staff PL. The goal for Mission is to deepen students' connection between Jesus' teachings and their discipleship. This will be achieved in part by designing rich and

engaging learning experiences and developing pathways with all stakeholders to strengthen formation experiences. The 3 year goal in Pastoral Care is to embed a culture of wellbeing to further develop social and emotional learning skills. This will be achieved through aligning outcomes in PDH with SEL skills and focusing on Choice Theory as a vital part of the school's approach to wellbeing. The school's PC policy will also be reviewed.

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 enjoyed the opportunity to participate in prayerful and reflective parent prayer sessions which were organised by a parent member of the school advisory council.

They have also appreciated the parent education at St Kieran's. An additional focus for parent education has been through presentations supporting parenting as part of the *KidsMatter* focus. Two sessions were organised through the DPC, which were well attended by St Kieran's parents. The parent education sessions for Literacy and Numeracy were held again in 2016 and both of these were well received by participants.

Parents were positive about the *Learning Quarterly*. This informative newsletter was launched early in 2016 and is sent out once per term, containing interesting reading about best practice and latest educational research.

During 2016 the pick-up drive through process was refined further and organised so cars could exit the car park either onto King Street or onto Condamine Street. Parent helpers were rostered to direct cars and monitor pedestrians through the car park. This innovation has been well received. Parents who direct the cars believe that it is a wonderful way to contribute to the community.

Student Satisfaction

Students at St Kieran's are grateful for the many opportunities given to grow and develop gifts and talents. Excursions and incursions have assisted in learning outside the classroom environment, expanding knowledge and understanding as well as providing opportunities to represent the school in public spaces. The annual school mini-fete engages all students with many varied activities and gives the opportunity to connect with the wider school community as well as raise monies for charity. The new play equipment purchased for lunch time is fun and exciting and allows for different games to be played as well as encouraging the use of SEL skills.

The school contributes to Vinnies and the senior winter sleep-out helped students reflect on those in need and less fortunate within the local community. The senior school musical was a highlight as it inspired other students and showcased a variety of talents in the creative arts. The Italian program enables students to learn a new language and explore a different culture. The annual Book Week event was greatly enjoyed as it provided an opportunity to create costumes based on students' favourite book characters.

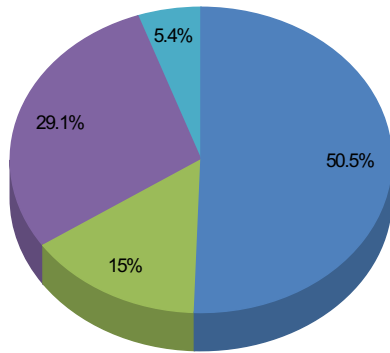
Teacher Satisfaction

The structure of the professional learning program for teachers is something the staff has enjoyed and valued. They have appreciated the mix of staff led PL and independent PL. Teachers enjoyed the opportunity to choose their own learning goal (based on goals from the School Improvement Plan for 2016) and to work independently to find out about it and apply learnings in their own practice. Many teachers valued the co-teaching model and saw this as part of a comprehensive PL program that supported their practice. Teachers were positive about the collegial and supportive relationships on staff and cited a sense of shared responsibility for all students in terms of their learning and social behaviour. A number of teachers appreciated the time and commitment shown to new teachers by members of the staff and leadership team. The many and varied opportunities for students including lunchtime clubs, leadership programs, excursions, camps and school musical, were all valued and teachers regard such opportunities to be a positive aspect of the school.

SECTION ELEVEN: FINANCIAL STATEMENT

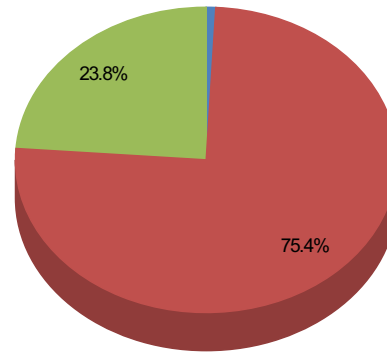
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (50.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (15%)
- Fees and Private Income (29.1%)
- Other Capital Income (5.4%)

Expenditure



- Capital Expenditure (0.8%)
- Salaries and Related Expenses (75.4%)
- Non-Salary Expenses (23.8%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,927,690
Government Capital Grants	\$0
State Recurrent Grants	\$571,636
Fees and Private Income	\$1,109,335
Other Capital Income	\$204,943
Total Income	\$3,835,093

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$29,440
Salaries and Related Expenses	\$2,755,142
Non-Salary Expenses	\$870,280
Total Expenditure	\$3,654,862