

2017 Annual School Report

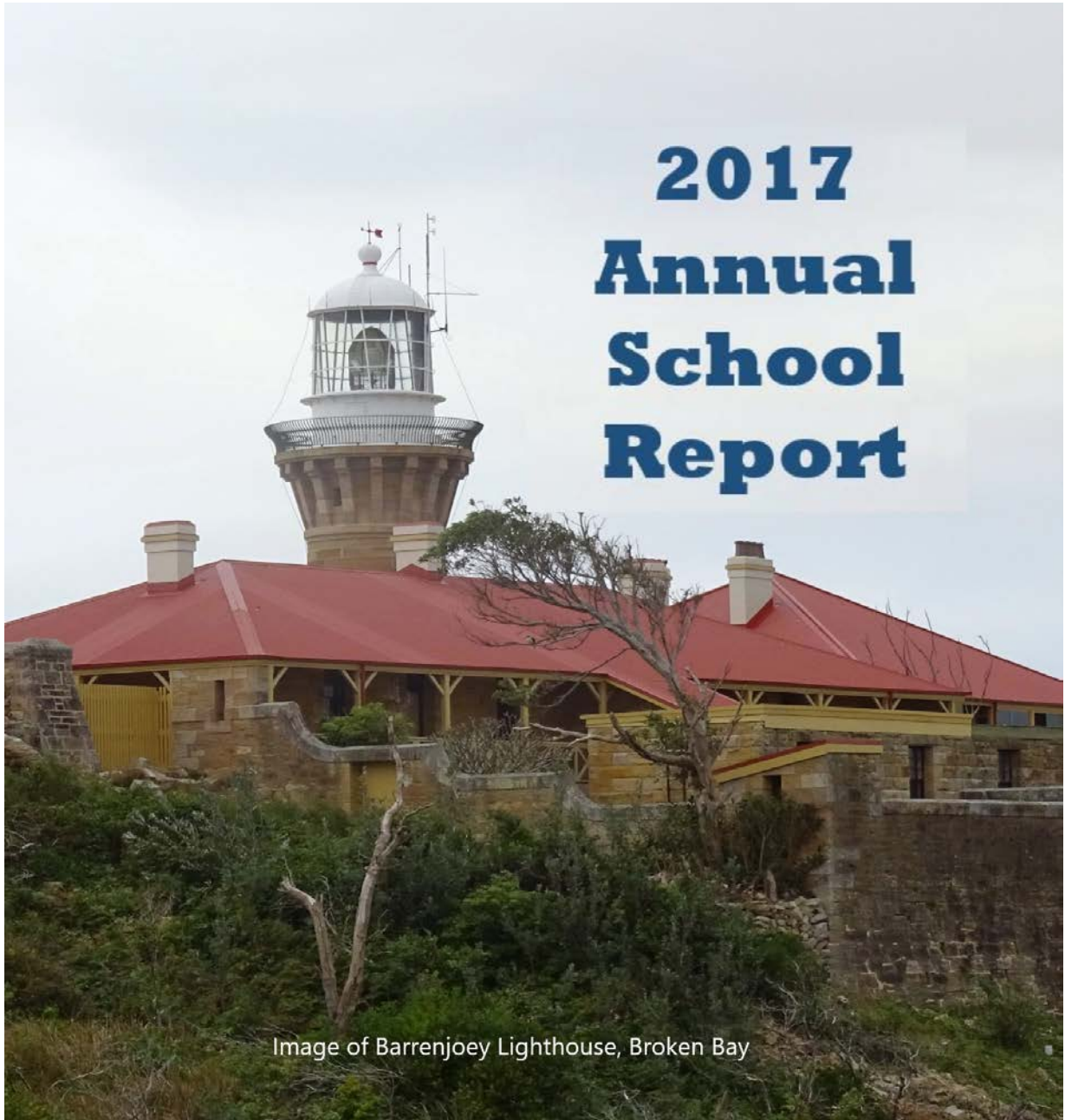


Image of Barrenjoey Lighthouse, Broken Bay



St Kieran's Catholic Primary School, Manly Vale

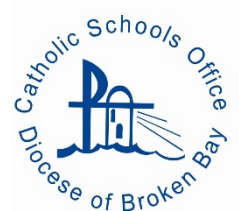
63 Gordon Street, Manly Vale 2093

Principal: Mr Michael Gallagher

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 Education Standards Authority (NESA) 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

As I conclude my first year as principal at St Kieran's Catholic Primary School, I reflect on what has been a wonderful year in this welcoming, Catholic community. The tireless support for our children comes from all directions including the School Advisory Council, the Parents and Friends Association, our parent volunteers, the North Harbour Parish and of course, the dedicated teachers within the school. It takes a village to raise a child!

St Kieran's has always had a close connection with the Augustinian priests who administer the parish. This association contributes greatly to the sense of community and spirit which permeates throughout the school. There is a deep commitment to social justice within the school as was evident in the fundraising for a variety of worthy causes.

Throughout the year the teaching staff investigated the concepts of *21st Century Learning* and the use of flexible work spaces for the senior students. At the end of the year a classroom was refurbished to enable this space for 2018. The concept behind the new classroom is to instil in the students a greater sense of responsibility and ownership over their learning. This will be the focus into next year.

Parent Body Message

The Parents and Friends (P&F) committee this year has focused on engaging and connecting our school community, to strengthen one of the valued components of belonging to St Kieran's. Events this year included Welcome Drinks, Election Day and Bunnings BBQ and Cake Stall, School Disco, Mother's Day Wellness Morning Tea, Father's Day BBQ, Outdoor Family Movie Night, End of Year Gathering, Kindy Easter Egg Hunt, Year 6 Farewell Events, Dads' Curry Nights, Class Group Mums' Nights and Class Family Picnics.

These occasions were well supported and provided different opportunities for parents and families to connect with the wider school group. Several events included a fundraising component, which will be used by the school to enhance the learning and well-being of our children. The success of all events is directly related to the volunteers who kindly donate their time, energy and enthusiasm and the P&F executive extends our sincere thanks to everyone.

Student Body Message

At St Kieran's, every student in Year 6 is recognised as a leader. The Leadership Program means that all students are recognised for their strengths and are given a leadership role accordingly. The teams include Mission, Sport, Liturgy, Library, Environment, Technology, Social Justice and Civics and Citizenship.

Many of our students made great achievements during the year. One of Year 6 leaders won the Bear Pit Public Speaking Competition at Parliament House and our debating team won the grand final in the inter-school competition. Another student received the Fred Hollows Award for her work supporting children with leukaemia.

Year 6 went to Canberra during the year and we visited many interesting places including Parliament House and the War Memorial. Year 5 got to go on a Leadership Camp where they learnt about the qualities that a leader needs.

St Kieran's is a great school where we get to do lots of interesting extra things like Robotics, yoga and drama. We get to do some really cool things like being buddies with Kindergarten and visiting people in the nursing homes near school.

Parish Priest's Message

It is every parish priest's dream to have a seamless link between the families who send their children to our local Catholic Schools and the life that is going on in the parish around them. We had a Sunday Mass to welcome the next year's intake into kindergarten and the little children were able to meet the older students who would be their 'buddies' in the coming year. It gave the congregation the chance to share the vitality such celebrations bring to our whole community.

The nurturing of the spiritual lives of the children is the great privilege we have as a Parish and a School when we share what it means to belong to the community of Christ's disciples. St. Augustine discovered for himself that: *"To fall in love with God is the greatest romance; to seek him the greatest adventure; to find him the greatest human achievement"*. This 'greatest human achievement' is meant to be discovered by each one of us so that we can then share our joy and freedom with others. The school and the parish are there to pave the way for God's overture - to make it tangible - but in order to participate in this great adventure we have to fall in love with it ourselves.

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 one of two primary schools in the North Harbour Parish, with St Cecilia's (Balgowlah) being the other school. In 2017, the school consisted of 14 classes from Kindergarten to Year 6. Both Year 6 classes were combined with two teachers team-teaching, focusing on leadership and preparing the students for a successful transition to high school.

The school has grown since its beginnings back in 1953. Originally, the school and church shared the one space before the church was relocated next door. Over the years the school developed into its current form with a variety of class spaces as well as a mixture of playground space. During the year the "shared space" playground was refurbished with the play equipment replaced and a new interactive space developed for the younger students. New garden beds as well as decking were built into the main playground.

In developing further the concept of *21st Century Learning*, the school undertook a significant restructure of the Stage 3 learning space at the end of the year. The new classroom was designed to accommodate three classes into one larger space while maintaining their own identities. The outcome was a wonderful space for the students to learn in an environment that promotes collaboration, communication, creativity and critical thinking.

Throughout the year the students had many opportunities for a variety of extra-curricular activities including yoga, coding, chess, debating and public speaking. Most of these were offered to all classes while the senior classes had more opportunities of competing against other schools. St Kieran's was the winner of the inter-school debating competition and of the Bear Pit Public Speaking competition held at the NSW Parliament House.

Year 6 visited Canberra as part of their study on democracy while Year 5 attended a leadership camp at Collaroy. Both opportunities allow the staff and students to instil in the students the concepts of leadership and service.

The school is fortunate to have two parent bodies that support the school in a variety of ways. The Parents and Friends Association supports the school with fundraising and social activities. The class parent coordinator helps with communicating to the parents during the year. The School Advisory Council supports the principal in decision making around key aspects of school life.

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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
179	150	68	329

* 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 2017 was 93.45 %. 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
93 %	93 %	94 %	94 %	93 %	94 %	93 %

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 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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	23
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	23
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	28
Number of full time teaching staff	16
Number of part time teaching staff	7
Number of non-teaching staff	5

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	School Improvement Plan
Day 2	Laudato Si
Day 3	Assessment and Data Analysis in Mathematics

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 the Catholic faith. The School provides formal Religious Education as well as retreats, spirituality days and social justice opportunities in which 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 explores the rich diversity of the Catholic faith and ways in which we live it.

Faith formation opportunities 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.

The integration of Creative Arts as a tool for the teaching of Religious Education was a focus during the year. "Visio Divina" was used for prayer, for the teaching of core scripture and as a basis for Visual Arts and this was evident right across the school. The use of drama in Religious Education was also evident.

The integration of "Cultures of Thinking and exploring the routines of "Making Thinking Visible" was another Religious Education goal at St Kieran's for the year. In the first term the Leadership Team became acquainted with 'Cultures of Thinking' strategies, through professional readings and implementing them in their classrooms. The members of the Leadership Team organised 'hands on' professional learning for teaching staff in this area. Teachers were asked to implement some strategies from "Cultures of Thinking" in their programs. By third term teaching programs and classroom walls displayed evidence of 'Cultures of Thinking' strategies being used.

The entire staff participated in the Diocesan led "Laudato Si" professional learning which explored the papal encyclical focusing on the environment. Many teachers implemented some of the principles of "Laudato Si" into their Religious Education, Science and Geography lessons. Several teachers used high yield strategies from "Cultures of Thinking" to further enhance learning.

Students and teachers from St Kieran's continued their generous support of Catholic charities through increasing the awareness of social justice and by supporting groups such as St Vincent De Paul by donating food and goods for the local Manly Street Beat Van on a monthly basis. Financial support was also given to Catholic Mission, Caritas and St Vincent de Paul by students working in the service learning model, "Head, Heart and Hands".

Regular prayer, liturgies and Masses occurred across the school in a variety of forms. In addition to the celebration of the Church's major feast days, the school prepared a Sunday Family Mass for the Parish on a monthly basis. The school also supported the parish in the preparation of the children receiving the Sacraments. The priests of the Parish are collegial and have visited the school on a regular basis during the year. Children, staff and parents are well supported by our Augustinian Priests.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) 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.

During 2017 the school began to focus on initiatives identified for the goals of the 2017-2019 SIP (School Improvement Plan). The strategic direction was enhanced to include the word “empower” for student learning as this evident in a number of the SIP goals.

Professional Learning was conducted in the form of learning sessions and co-teaching sessions in the areas of English and Mathematics. These continued for 2017 with a focus on comprehension strategies in English and the use of specific strategies targeting specific needs according to Growth Point data in Multiplication/Division and/or Place Value, for Maths. The co-teaching model continued, as it had in past years, to include planning sessions and a follow up meeting where analysis and evaluation of the strategies used were discussed.

With the arrival of a new principal including some new staff members, it was important to run a comprehensive professional learning (PL) session on Choice Theory early in the year. William Glasser’s Choice Theory believes that all behaviour is purposeful. Intervention involving Choice Theory intends to empower the student to make better choices. Many of the school’s behaviour policies are based on the implementation of processes and practices around this theory. Keeping this in mind, the Pastoral Care coordinator began work on updating the Pastoral Care Policy in order to align it with current practice. This will need to be finalised next year and will involve putting in place clear structures for behaviour support. During 2017 KidsMatter 3 was the focus for PL including a Twilight session.

The Science coordinator also worked on updating the Science and Technology Policy. This was finalised towards the end of 2017 and will be shared with the staff early in 2018.

In an effort to provide students with increased agency in their learning, the 2017-2019 SIP Goals included researching and implementing strategies based on theories behind *Making Thinking Visible*. This provided the focus for a number of PL sessions and teachers were able to implement a number of routines into their teaching practice.

Robotics continued during 2017 for all the grades providing students with experience in coding. An after school program was also available for students wishing to participate.

A major focus during 2017 was to research flexible learning spaces and to identify how this could be implemented in our Stage 3 area. During Term 4, Stage 3 teachers were involved in designing the restructuring of the learning space for Years 5 and 6 2018.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	84.44 %	55.50 %	2.22 %	10.50 %
	Reading	71.11 %	51.60 %	2.22 %	10.00 %
	Writing	86.67 %	44.60 %	0.00 %	7.50 %
	Spelling	73.33 %	45.60 %	4.44 %	13.10 %
	Numeracy	75.56 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	56.25 %	34.40 %	4.17 %	17.50 %
	Reading	77.08 %	37.00 %	2.08 %	14.60 %
	Writing	14.58 %	15.80 %	6.25 %	19.40 %
	Spelling	58.33 %	34.30 %	0.00 %	14.10 %
	Numeracy	45.83 %	27.90 %	4.17 %	14.60 %

NAPLAN Comments

Trend data highlights growth in both the Year 3 and 5 Spelling results, with 91.1% of students in Year 3 achieving in the top 3 bands for Spelling (73.3% in the top two bands) and 77.1% of Year 5 students achieving in the top three bands. 67.4% of students in Year 5 achieved at or greater than expected growth in Spelling.

Spelling goals have been a part of the schools SIP (School Improvement Plan) goals for the past few years and these results are evidence that the focus in this area has been positive for student outcomes.

95.5% of students in Year 3 achieved in the top three bands for Writing (86.6% in the top two bands) and 70.9% of Year 5 students achieved in the top three bands, with 14.6% achieving in the top two bands. This would indicate further work is needed, specifically on persuasive text. 50% of the students achieved at or greater than expected growth for Writing.

95.5% of Year 3 students achieved in the top three bands for Numeracy, while 79.1% did the same in Year 5.

In Grammar and Punctuation, 93.3% of Year 3 students achieved in the top three bands while 83.4% of Year 5 students achieved in the top three bands.

86.7% of Year 3 students achieved in the top three bands for Reading with 71.1% in the top two bands. 83.4% of Year 5 students achieved in the top three bands for Reading with 77.1% achieving in the top two bands.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines 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 (2013) (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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling 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. There were no changes made to this policy in 2017.

Initiatives Promoting Respect and Responsibility

St Kieran's has two simple school rules on which all responsible behaviour is based: safety and respect. In promoting respect for each other and responsible behaviour, the school follows the *Choice Theory* approach to behaviour management. As the name implies, children have a choice over their behaviour and the behaviour they choose is to meet a specific need. Children are taught about choice and the ways our behaviours affect others. With guidance from the teachers, children are encouraged to take responsibility for their actions and think first before they act.

Throughout the year there are many days that allow the students to focus on respect and responsibility including *Harmony Day* and *Bullying. No Way Day*. The school also has its own initiatives. Children who follow the rules of safety and respect are recognised for their positive behaviour through the merit award system. Rewards are presented at each assembly for academic, social and extra-curricular achievements. Achievements both from in and out of school are also communicated through the newsletter.

Students in Stage 3 are given many opportunities where they are able to extend their respect and responsible behaviours to the wider community. Leadership teams and the senior band have regular opportunities to visit the local nursing homes and partake in civic ceremonies such as Remembrance Day and the Kokoda Track Memorial. The school is often invited to public ceremonies at Parliament House, Manly Dam Memorial Park, our local church and at the diocesan cathedral. This gives the students the opportunity to see where their participation in respectful and responsible initiatives fits in the bigger picture of society.

Social justice opportunities are an important part of the St Kieran's Mission program. In building an understanding of what it means to serve those less fortunate than ourselves, the community participates in initiatives such as the Vinnies sleep out, St Kieran's Day Catholic Mission appeal, Christmas hamper collection and Caritas program. Linking our social responsibilities to the Gospel values and teaching is very important in our own school context.

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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

In 2017 a target from the School Improvement Plan (SIP) in Catholic Life and Mission was to give students in Years 4, 5 and 6 a survey to ascertain their level of engagement in Religious Education. This survey was given in Term 4. Theories about Cultures of Thinking were explored by the staff and routines were implemented into RE lessons. A continuation of the links between Creative Arts and Religious Education was also evident during 2017.

The Pastoral Care focus was on Component 3 of KidsMatter with a continued focus on monitoring SEL skills and planning strategies to support data. The PC coordinator began work on a draft Pastoral Care policy, consulting with staff to finalise the policy.

In Teaching and Learning the focus was to strengthen student agency in learning through approaches such as Cultures of Thinking. This was explored through a number of professional learning sessions and was linked to the Diocesan Learning Principles. In Literacy the focus was on strategies for reading comprehension. This was implemented in PL sessions as well as through co-teaching. In Numeracy the focus was on strategies related to Growth Point Data for Place Value and Multiplication/Division.

Priority Key Improvements for Next Year

Key improvements for 2018 are focused on embedding the implementation of the School Improvement Plan for 2017-2019. This requires continuing the initiative to provide greater agency for student learning through challenge-based learning and the principles behind Cultures of Thinking. The strategies chosen to achieve this include:

- professional learning experiences with a focus on the development of rich and engaging tasks for Religious Education.
- professional learning focusing on reading comprehension strategies as well as effective feedback.
- professional learning focusing on strategies in developing skills in Working Mathematically and key strategies linked to Growth Point Data in Place Value and Multiplication / Division.
- professional learning experiences implementing Component 4 of KidsMatter.
- continue to review the school's policies linked to Pastoral Care ensuring that ChoiceTheory aligns with behaviour management policies.

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

The School Advisory Council collated a list of reasons why parents prefer St Kieran's. These included:

- There is a focus on pastoral care and emotional wellbeing which is critical. Children learn positive behaviours and to resolve issues constructively.
- There is a strong and welcoming connection between the school and the parish. Faith and Catholic values are taught in a way that makes understanding for parents and our children as part of a sustainable and supportive Church.
- Teacher and parents collaborate to deliver the best learning outcomes possible for our children. We are able to engage in programs to understand how literacy and numeracy are taught today to support our children's learning at home.
- There is a strong sense of connectedness at St Kieran's. We look out for each other and support each other through the class networks. We have fun together and we are building lasting friendships for the benefit of our families.
- The school is small enough that each student is known by name and this creates a sense of belonging and support.
- Leadership and confidence are instilled at each stage of the children's schooling.

Student Satisfaction

The students listed the areas they most valued at St Kieran's as part of a video presentation for a promotional video. These included:

- I have really enjoyed all the great opportunities that I have had to display leadership and love that we have one big classroom.
- That everyone is interested in their learning and there is always someone who will stand up for you if you were to feel unsafe. It has been a great experience at St Kieran's and I am sad I am leaving.
- My favourite part of being in the school is the learning and academic focus. I thoroughly enjoy my learning. My second favourite part of coming to school is lunchtime. This gives everyone the time to socialise with their peers and their friends. I also enjoy being in a leadership team where we can use our knowledge in that area.
- Having good friends, having good teachers and having a good principal.
- I really enjoy learning new things at school, especially our social and emotional skills, being positive and happy in learning and play.
- I have heaps of friends that encourage me. I find the teachers very helpful when I struggle.

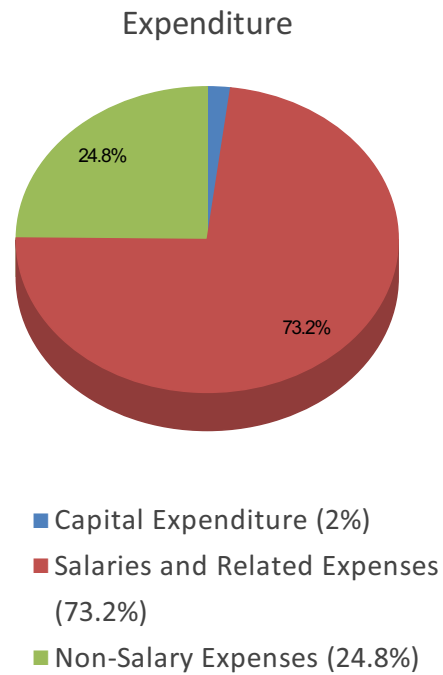
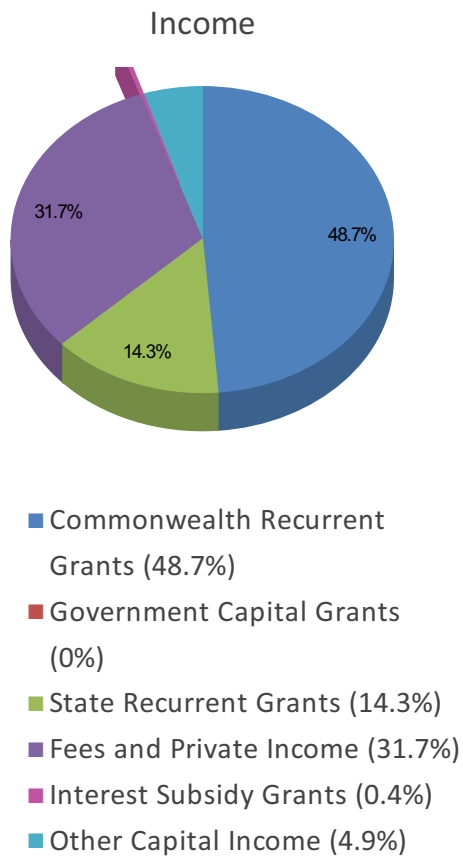
Teacher Satisfaction

The teacher satisfaction has been taken from comments made in a promotional video as well as feedback from a comprehensive survey concerning the areas most valued at St Kieran's. These included:

- The approachability of all staff in the school when I needed assistance or guidance with something. The welcoming atmosphere of the school and the staff attitude to their work. It is a place that I am proud to be part of!
- The strong sense of community, the high level of professionalism in Professional Learning and the ability of staff to embrace change and strive for what is best for the students in our care.
- The community feel and the sense of belonging. It is a very warm and inviting community.
- St Kieran's is a quality school that values community and building strong relationships built on Catholic values.
- I feel valued as a staff member. All the staff are wonderful; everyone shows respect, tolerance and understanding.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the NESAs 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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,949,357
Government Capital Grants	\$0
State Recurrent Grants	\$573,130
Fees and Private Income	\$1,268,672
Interest Subsidy Grants	\$14,402
Other Capital Income	\$197,155
Total Income	\$4,002,716

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$75,907
Salaries and Related Expenses	\$2,831,813
Non-Salary Expenses	\$960,799
Total Expenditure	\$3,868,519