

# 2018 Annual School Report



## St Kieran's Catholic Primary School, Manly Vale

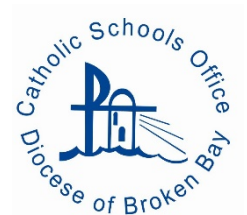
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## ABOUT THIS REPORT

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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](#).

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

I am pleased to present the 2018 Annual Report which highlights the achievements of our school community. St Kieran's is a primary school within the Diocese of Broken Bay whose mission is to develop each child as a disciple of Jesus across all aspects of their growth. The dedicated school staff work hard in partnership with the parents to provide the students with quality learning opportunities.

A major focus of the year was the implementation and consolidation of the flexible learning space in the Stage 3. The alignment of 21st Century learning with the newly launched Broken Bay Learning Principles supported the shift from a traditional classroom to one that encourages student choice in their learning in an environment of high expectations and critical thinking. The resulting product has been successful.

One of the major strengths of St Kieran's is the sense of community that permeates every aspect of the school. The close connection between parish, staff, parents, students and the wider community ensures a sense of belonging and pride in the school. Many events throughout the year supported this sense of community including the Parents and Friends Association social events.

### **Parent Body Message**

2018 was a great year for our wonderful school community with opportunities for families to come together to welcome new faces, provide friendship and support to one another and celebrate what makes our school such a special place. The Parents and Friends (P&F) and Class Parent teams hosted events including a 'Tears and Cheers' morning tea for our new Kindergarten parents, welcome drinks, Mother's and Father's Day breakfasts, school disco and pizza night, Dads' curry nights, year group gatherings, family picnics and Year 6 graduation festivities.

These opportunities to engage and connect with one another were complemented by the fun initiatives led by our fundraising team. A major raffle in Term 2 was widely supported by the school community, with some great incentives earned and prizes won. A hugely successful '80s themed trivia night provided the opportunity for our parents to have heaps of fun while raising money to support the purchase of new play equipment for our school playground.

The events were made possible thanks to the wonderful parent volunteers who gave their time and talents to support our school community and we thank each of them for their generous contributions.

### **Student Body Message**

As students of St. Kieran's we are delighted to participate in many co-curricular activities, including Italian, Music, Song Club and theatre sports. During the year, the senior students participated in the school musical, *The Wind in the Willows*. Not only was the musical fun and entertaining, but every student in Stage 3 got the opportunity to take part. Students from Year 1-6 participated in Italian Day which was a perfect opportunity to celebrate Italian culture.

We were given a variety of learning opportunities including *The Hub*, a learning space where we shared our creative ideas in an open learning space. Students were able to choose their learning methods in a way that encouraged learning.

We participated in different sporting events including gala days, athletic carnivals, swimming carnivals, PE and much more. We had six compulsory sport events which help and develop us physically and mentally, including soccer, cricket, rugby league and Eagle Tag gala days.

As Year Six leaders, we are proud to say that 2018 was an excellent year because of all the opportunities we were given at St Kieran's. We will forever remember *To Learn and To Love*.

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## SECTION TWO: SCHOOL FEATURES

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### 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 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 Northern Beaches 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 13 classes from Kindergarten to Year 6 with approximately 320 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.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
163	156	66	319

\* 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 2018 was 93.69 %. 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 %	93 %	94 %	94 %	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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	26
Number of full time teaching staff	14
Number of part time teaching staff	8
Number of non-teaching staff	4



## 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.

<b>Day 1</b>	Analysis of MAI Data - using the results of the Term 1 assessments to group and track students
<b>Day 2</b>	Sweeter than Honey Spirituality Day - combined staff day with our other parish school
<b>Day 3</b>	Homework Policy Review - analysis of survey data and contemporary research on homework

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## SECTION FIVE: MISSION

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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.

Improved student engagement and a deeper understanding of the Scriptures has been an area of ongoing success at St Kieran's. Student's active commitment to gospel values and application of their discipleship to school, parish and local communities was visible throughout 2018.

Professional Learning in the area of 'Making Thinking Visible' to the learner through the implementation of 'Culture of Thinking' (CoT) routines transferred from 2017 professional learning into the teaching and learning culture at St Kieran's in 2018. Through the use of routines teachers were able to equip students with skills for engaging meaningfully with the Scriptures.

There was visible evidence of routines and concepts of 'Making Thinking visible' throughout teaching programs, on the walls of the classrooms, in professional learning activities and in the language used by the St Kieran's Catholic learning community.

Staff at St Kieran's also embarked on identifying and defining the 'Eight Cultural Forces' in order to further develop an authentic thinking culture at St Kieran's.

Our Catholic identity was visible through the use of contemporary sacred spaces, icons and Religious Education wall displays. Scripture formed the basis of all prayer, liturgy, Mass and mission activities. Students, teachers and parents gathered on a regular basis for scriptural based prayer.

Students were empowered to live and celebrate their Catholic faith by preparing and participating in events throughout the liturgical year and other community events. These included Sunday Parish Masses, Shrove Tuesday, burning of the palms, Holy Week Liturgy, Grandparents Day, St Augustine's Feast Day and Remembrance Day.

St Kieran's is under the care of the Augustinians who offer an unconditional welcome to all members of the Parish and School community. The Parish Priest regularly visited the school to assist with teaching and to build fruitful relationships with staff and parents.

Gospel values such as acceptance, respect, dignity, compassion and the uniqueness of the individual were highly visible and demonstrated through the school community's generous support of St Vincent de Paul, Catholic Mission and CARITAS. Classes were rostered on a fortnightly grocery donation for Vinnies Street Beat Van. Teachers and parents participated in the Parish G.I.F.T. (Giving in Faith Together) cooking program which involves cooking and distributing meals for the poor.

Using the 'Head, Heart and Hand' service model, students were empowered to organise fundraisers and awareness of social / environmental issues whilst at the same time demonstrating service learning. Visits to local nursing homes and replacing single serve sauce packs for bottles of sauce at the canteen were examples of this.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **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 2018 the school continued its focus on aspects of the 2017-2019 SIP (School Improvement Plan).

Professional Learning was conducted in the form of learning sessions and focused on a number of areas. In English, professional learning explored the use of writing groups and embedding differentiation for Word Study through these groups. Differentiation in comprehension strategies were also explored as were aspects of Visual Literacy. In Mathematics the skills in Working Mathematically were explored and strategies for problem solving based on theories and practices implemented by mathematics consultant, Peter Sullivan, were also investigated.

The staff completed the *KidsMatter* Component 4, dedicating a twilight session to this final component. This component allowed staff the opportunity to study information about attitudes and beliefs towards mental health issues.

During the course of the year the Homework Policy was revisited. This involved parent and staff surveys; analysis of this data and professional learning focusing on the writing of a new Homework Policy.

The School's Behaviour Plan was also reviewed and included a process with the staff involving research and the theories that underpin best practice. A new Behaviour Plan was completed towards the end of the year.

The school continued its focus on student agency by continuing to implement aspects of Ron Ritchhart's *Making Thinking Visible*. PL sessions around this theory also concentrated on the learning area of Religious Education.

The Science and Technology school based policy was updated and the Scope and Sequence was brought into line with the new Syllabus. Professional learning in this area was led by the Science and Technology coordinator and enabled teachers to become familiar with updated skills, strategies and content.

The coding program, Robotics, continued during 2018 for all the grades providing students with experience in coding. As well as this some basic coding equipment was purchased for the Kindergarten grades and this area will be resourced and investigated further, particularly as it forms part of the updated Science and Technology Scope and Sequence. An after school program for Robotics was also available for students wishing to participate.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	73.91 %	53.20 %	2.17 %	8.60 %
	Writing	67.39 %	41.90 %	0.00 %	10.00 %
	Spelling	56.52 %	46.60 %	4.35 %	12.50 %
	Grammar	69.57 %	53.10 %	2.17 %	11.00 %
	Numeracy	58.70 %	39.20 %	2.17 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	62.50 %	38.60 %	0.00 %	12.60 %
	Writing	30.00 %	13.70 %	7.50 %	23.40 %
	Spelling	45.00 %	34.50 %	2.50 %	13.60 %
	Grammar	47.50 %	35.50 %	2.50 %	14.30 %
	Numeracy	42.50 %	27.60 %	2.50 %	14.00 %

### **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 2018.

### **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 2018. 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 2018 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 2018.



## Initiatives Promoting Respect and Responsibility

St Kieran's follows the *Choice Theory* approach to behaviour management. This is based on the understanding that behaviours are chosen to meet particular needs. At times, people may not make the best choice when it comes to behaviour, but with guidance and understanding, they can be encouraged and reminded that a different behaviour would be a better choice next time.

During 2018, the school undertook a review of its' Behaviour Management Guidelines in conjunction with the updated Behaviour Policy from the Catholic Schools Office. The review was done during the first half of the year in consultation with staff, students and parents. The review reinforced the use of the *Choice Theory* approach to behaviour management but also highlighted the need to incorporate components of *Positive Behaviour for Learning* (PBL).

St Kieran's is a *KidsMatter* school and during the year the final component of *KidsMatter* was completed with the staff. The focus was on student mental health and the various ways that this can be managed, understood and supported when necessary. The understanding of mental health in schools is a lot clearer now than in the past, especially with the support of school counsellors, training like the *Mental Health First Aid* course and the incorporation of Social and Emotional Learning (SEL) skills into the curriculum.

Bullying is an issue that is taken seriously at St Kieran's. Whilst instances of bullying are acted upon quickly by teachers and school leadership, students are regularly reminded and educated on respect for each other and the need to do something when they see others being bullied. The "Bullying. No Way" day was acknowledged by the school with activities and lessons conducted in all classrooms.

The Student Leadership Program acknowledges the fact that all students have the ability to lead and should be encouraged to do so. During the 2018 year, there were eight leadership teams in the school, one of which was the Pastoral Care team. The student leaders take responsibility for different aspects of school life, most importantly, the wellbeing of the younger students in the school. A peer teaching program called 'Engage' took place during the year where the senior leaders would visit the K-2 classes weekly teaching them the skills of resilience and a positive approach to learning.

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## SECTION NINE: SCHOOL IMPROVEMENT

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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

The three areas for school improvement are divided into Mission, Pastoral Care and Learning and Teaching. 2018 was the midpoint of the School Improvement Plan (SIP) with the focus being on:

- Mission - increasing the number of students achieving an *Outstanding* in the Key Learning Area of Religious Education as a result of quality tasks designed by teachers
- Pastoral Care - completing the final component of *KidsMatter* focusing on student mental health and the interventions available for them as well as the completion of other programs such as the *Mental Health First Aid* course for school leadership
- Learning and Teaching - incorporating the various thinking routines from *Cultures of Thinking* into the classrooms so as to increase student understanding and outcomes.

### Priority Key Improvements for Next Year

The three areas for school improvement are divided into Mission, Pastoral Care and Learning and Teaching. 2019 will be the last year of the current School Improvement Plan (SIP) with the focus being on:

- Mission - to develop pathways with stakeholders (including the Augustinian order, parish and parents) to strengthen formation experiences (particularly for new staff), school/parish/home links and to share resources
- Pastoral Care - to explore ways to partner with parents to authentically engage them in the development of students' SEL skills
- Learning and Teaching - deepen and sustain professional learning in Mathematics focusing on Working Mathematically and strategies for Place Value and Multiplication/Division and to strengthen inquiry learning, underpinned by the CSO Learning Principles.

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## SECTION TEN: COMMUNITY SATISFACTION

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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**

Parent satisfaction was measured with the *Tell Them From Me* survey tool. The overall satisfaction of parents with St Kieran's was higher than the average for schools in the region. The greatest satisfaction for parents was with the "Parents Feel Welcome" aspect of the school, particularly with communication and the willingness of the school to listen to parent concerns to do with their child.

The second area of high satisfaction for parents was the understanding that the school supports positive behaviour through clear rules and that the expectations of staff is high and followed through in the classroom.

The third area of high satisfaction were the academic aspects of school; that the school supports learning in many different ways. Parents were satisfied that the expectations of the teachers were high and that all students were encouraged to do their best in their learning.

Other areas of satisfaction were with student safety and the inclusivity of others within the school.

### **Student Satisfaction**

Students from Years 4, 5 and 6 were surveyed using the *Tell Them From Me* survey tool. Overall students were very satisfied with the school, particularly in the areas of positive relationships within the school. This was true especially with student and staff relationships. They felt that the teachers had high expectations of them and that they received support to succeed.

The students felt that they had many opportunities for extra-curricular activities, particularly in the area of sport. This had the positive effect that they felt motivated to be working harder at school and were keener to put in a greater effort. Students also agreed that St Kieran's provided them many opportunities to develop their faith through prayer and by putting into action the lessons learnt around social justice and helping others. Students agreed and strongly agreed that these were areas of strength for the school.

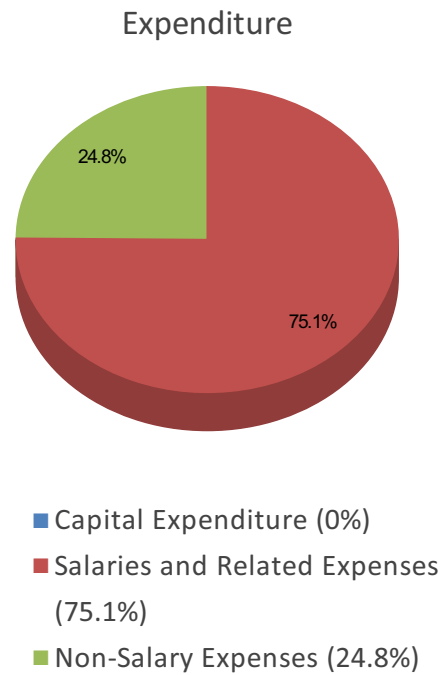
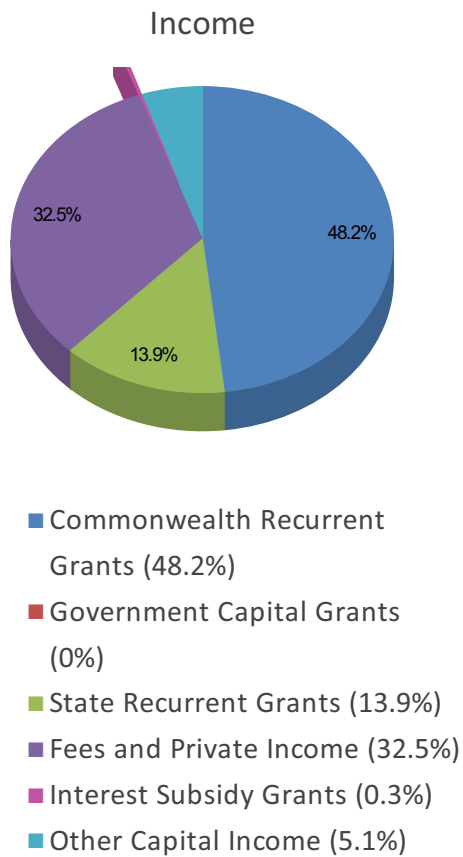
## **Teacher Satisfaction**

Teacher satisfaction was measured with the use of the *Tell Them From Me* survey tool. There was a level of high to very high satisfaction in all areas surveyed. Particular areas of high satisfaction were to do with the learning and teaching aspects of school. Teachers felt that they were equipped with some of the latest effective teaching strategies and that there was a very healthy learning culture within the school. There was also a great sense of collaboration between teachers and between parents and teachers.

Other areas of satisfaction with the teaching staff were in the areas of school leadership, the use of data to inform teaching and the use of technology in the classroom.

## 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	\$1,822,573
Government Capital Grants	\$0
State Recurrent Grants	\$525,142
Fees and Private Income	\$1,230,294
Interest Subsidy Grants	\$11,657
Other Capital Income	\$193,091
<b>Total Income</b>	<b>\$3,782,757</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$630
Salaries and Related Expenses	\$2,726,658
Non-Salary Expenses	\$901,467
<b>Total Expenditure</b>	<b>\$3,628,755</b>