

St Kevin's Catholic Primary School, Dee Why

Annual School Report to the Community

2014



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Principal

Mrs Lorraine Vincent

ABOUT THIS REPORT

St Kevin'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 also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The process of school review in 2014 was a significant milestone in our school's journey this year as it provided stability and direction to our whole school strategic plan for 2015 to 2017. Our School Improvement Plan (SIP) focused on using data in Literacy and Numeracy to meet each student's needs at their individual point of learning. Parents, teachers and students have focused on this goal through a great variety of initiatives which are outlined in this report.

Parent Body Message

St Kevin's Parents and Friends (P&F) committee serves the school through its support to the principal by fundraising, social events and community awareness initiatives. 2014 saw our P&F continuing to provide opportunities focused on strengthening connections within our St Kevin's community, welcoming new families and supporting the promotion of our school in the wider community. The parents welcomed the opportunity to participate in surveys which indicated that the P&F provides positive support for the development of the school and the promotion of strong social relationships.

Student Body Message

Aligned with our Pastoral Care goal to develop all student leaders, the School Representative Council (SRC) included student representatives from Kindergarten to Year 6. The SRC met weekly, planned social justice activities and reported back to their various classes. Social justice initiatives included Wrap with Love and St Vincent de Paul Christmas and winter appeals. In addition, international support was provided to both East Timor and Jamaica. The SRC team also arranged fun activities such as the end of year talent quest which involved the whole school. Student leaders welcomed the newly established, *United in Love* award which significantly recognised a Year 6 student who most embodies our values of hope, acceptance, dignity and compassion.

SECTION TWO: SCHOOL FEATURES

School Features

St Kevin's Catholic Primary School Dee Why, is a Catholic systemic co-educational school.

St Kevin's Catholic School, Dee Why is a coeducational primary school for children from Kindergarten to Year 6. The school is centrally located in the Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the northern beaches of Sydney. Our school motto, *United in Love* gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan Sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3 June; it is a day of whole school celebration which includes a Mass for staff, students and parents.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. Our school supports and attends both the Mater Links day and the St Paul's day for our Year 3 boys. Both these days are held early in the year and give students an opportunity to meet and work with the senior students of our Peninsula cluster. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and 5 reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Peninsula Learning Community of Catholic Schools (PLCCS) and we are present at all cluster sporting events and gala days. Debating and public speaking are co-curricula programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders and students are given time to formulate their own leadership statement for the school year. In 2014 the students participated in an overnight student leadership camp at a nearby venue. The student leadership program is valued and well supported by the principal and class teachers.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2014. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
70	64	81	134

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2014 was 93.59 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	93.30 %
Year 1	91.80 %
Year 2	91.30 %
Year 3	93.90 %
Year 4	95.20 %
Year 5	94.90 %
Year 6	94.70 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990)

to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2014:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
16	3	19

* This number includes 8 full-time teachers and 8 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.	16
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	Leading Learning: focus - Numeracy and the effective use of MAI data to track student progress in Number
Day 2	Mission : Exploring teachers' understanding of scripture and discipleship.
Day 3	Learning and Teaching: Implementing the new Science and technology syllabus, adapting units of work to new outcomes.

The school's professional learning plan aligned both diocesan and school strategic directions for this year. The professional learning agenda focused on pedagogy and innovative learning practices to improve student outcomes in numeracy and literacy and was supported and underpinned by an effective professional learning model based upon the leading learning principles. In 2014 Literacy and Numeracy teams were established which involved all staff and supported student learning outcomes through the development of rubrics for writing as well as creating rich open ended tasks for Numeracy.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in a Catholic Community of Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore the philosophical core of all the priority areas and of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of life and how we live it. In the words of Bishop David Walker, it is 'experiencing life through the eyes of our Catholic faith'.

St Kevin's School has a rich religious life. Students, parents and teachers participate in a variety of Masses and liturgies throughout the year to help support the ongoing faith formation of the community. The community also joined together with others in the Broken Bay Diocese for the annual staff Mass, Year Six Cluster Mass, Mission Mass, Mission workshop day and the Installation of Bishop Peter Comensoli.

The children regularly attend the Friday parish Mass and children from Year 3 to Year 6 participate in Reconciliation during Lent and Advent. Many children from Year 4 to Year 6 are rostered on to serve at school and weekend Masses. The priests visit the classes throughout the year to support the delivery of the Religious Education curriculum in the school. The principal is also a member of the Parish Pastoral Council.

Children from the school were involved in the various parish sacramental programs. This year, the Religious Education coordinators from both the parish schools worked together with the parish sacramental coordinator to redesign the sacramental programs. These programs are now uniform across the parish and are managed in small family groups using the new diocesan sacramental resources. The school supports these programs by teaching sacramental Religious Education modules which support the children's learning.

At St Kevin's the Catholic Worldview is evident in the relationships between staff, students, families and the parish. Through these relationships, the children develop an understanding of servant leadership and what it means to be a disciple in the world today. The St Kevin's SRC led a variety of school initiatives to support Catholic Mission, Caritas, St Vincent de Paul, Candela and World Water Day. These initiatives were well supported by the whole school community.

Religious Education teacher accreditation requirements were met through staff members' participation in a professional learning day aligned with the 2014 SIP Mission focus, "to

improve student and teachers' understanding of scripture and how this relates to discipleship.” The staff participated in a range of practical activities using scriptural storytelling and meditation to unpack scripture. The staff also participated in a workshop with *Together for Humanity* where they explored the shared heritage of Christianity, Judaism and Islam.

Two teachers continued their study in the Master of Theology program through Broken Bay Institute.

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In 2014 the School implemented the new NSW syllabus for the Australian Curriculum in English and Mathematics. In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The 2014 School Improvement Plan focused on strengthening student outcomes in reading and writing through providing effective high yield teaching strategies for all students.

A Literacy coaching model was implemented which included a successful cycle of teacher modelling, co-planning and co-teaching. This model was sustained throughout the year and teachers were supported in the implementation of effective instructional strategies. The leadership team adopted a series of high yield leadership strategies which included Instructional Walks and Talks and Collaborative Analysis of Student Learning (CASL) meetings. CASL meetings took place twice a term and focussed on a core group of students. Data was analysed, progress recorded and strategies for further improvement discussed. Strategies for improvement were planned and co-taught as part of the coaching model.

The school continued to participate in the *Extending Mathematical Understanding* (EMU) project and in 2014 a second specialist was trained. A whole school assessment day was conducted at the start of 2014 in order to collect and analyse student data. As a result, a cohort of Stage 1 students was chosen to participate in the EMU intervention program. The teaching staff developed Mathematics assessment tasks with a focus on the Counting and Place Value stands. The leadership team planned for the continuous tracking of student achievement, aligned to the Growth Point framework. Class teachers created open ended tasks in order to cater more effectively for student learning and the purposeful use of the plenary in Maths lessons was investigated and implemented in classes from Kindergarten to Year 6.

The school continued its Information and Communication Learning Technologies (ICLT) focus with the purchase of iPads for student use. A team of teachers formed the ICLT team and undertook the task of integrating technologies into teaching and learning programs. The ICLT team organised two parent education sessions, one for Kindergarten to Year 2 parents and another for Year 3 to Year 6 parents. These sessions were well attended and positive parental feedback was received.

All teachers took part in professional learning based on the new Science and Technology syllabus; they mapped outcomes for the new curriculum, ensuring the demands of the new curriculum will be met in future years. Teachers devised and adapted new units of work specific to our school context for the new school year.

Learning support programs were structured and focused on student needs. The learning support teacher worked in classrooms establishing student contact and supporting the classroom teacher.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	50.00 %	49.90 %	12.50 %	11.90 %
	Reading	43.80 %	46.20 %	12.60 %	13.10 %
	Writing	31.30 %	39.10 %	6.30 %	11.20 %
	Spelling	50.10 %	43.70 %	12.50 %	14.80 %
	Numeracy	37.50 %	36.20 %	6.30 %	13.40 %

NAPLAN RESULTS 2014		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	33.30 %	36.60 %	8.30 %	16.10 %
	Reading	25.00 %	34.50 %	16.70 %	16.30 %
	Writing	0.00 %	15.50 %	0.00 %	21.40 %
	Spelling	33.30 %	33.60 %	0.00 %	16.40 %
	Numeracy	41.70 %	25.90 %	0.00 %	18.10 %

NAPLAN Comments

Year 3 2014 NAPLAN results indicate that half the students were in the top two bands in both Grammar and Punctuation and Spelling which is above the national school rate. In Reading, Writing and Numeracy over one third of students in Year 3 performed in the top two bands. In Reading 87% of students achieved Band 3 and above and in Writing 94% of students achieved Band 3 or above. In Numeracy 94% of students were distributed between Bands 3 and 6.

Year 5 NAPLAN results for Numeracy showed that a significantly higher proportion of our students performed in the top two bands compared to the national cohort. In Reading and Spelling all students are performing between Bands 4 and 7. In Writing all students are performing in Bands 4 and 5. In Grammar and Punctuation all students are performing in Bands 4 to 8. These results demonstrate that teachers are effectively challenging students and differentiating learning at the individual point of need.

For vulnerable students in Mathematics the school has implemented the EMU intervention program in Year 1. Teachers have undertaken professional learning in the development of rich, open ended tasks in Mathematics in order to better differentiate for effective student learning in all classes. In addition, a whole school assessment program has been developed to assist in the tracking of student progress in Mathematics.

There are several programs in place for those students who are vulnerable in Literacy. Regular CASL meetings take place with the leadership team and strategies are discussed to extend student learning. The tracking of students in Year 1 who undertake the Observation Survey in March and November ensures individual learning needs are recognised in the grades beyond Year 1. The use of the Literacy Continuum assists teachers to plan teaching activities which appropriately accommodates student learning. The consistent use of this tool from Kindergarten to Year 6 is a strength of our work in Literacy.

Forward planning for the leadership team will require the reduction of the number of students performing in the bottom bands and an increase in the number of students performing in the proficiency bands. The analysis of NAPLAN 2014 suggests that the school needs to investigate the aspect of reading with a strong emphasis on Kindergarten to Year 2 instructional strategies as a vehicle for improving student performance.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

At St Kevin's pastoral care procedures are based on the respect and dignity of the human person; these values form the basis of our school's Mission Statement. The ways in which people interact with each other in the daily life of the school significantly affects each person's sense of wellbeing, identity and self-worth. Everyone in the school community has a responsibility to foster quality interpersonal relationships among teachers, students, parents, support staff, priests and parish communities.

All members of staff have a significant role to play in modelling the importance of building and maintaining relationships grounded in mutual respect, dignity, fairness, reconciliation, restoration, compassion and justice.

At St Kevin's School, we believe that we can make a difference to our world by being a welcoming, open community, united in faith, where our many and varied cultures enrich our school.

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.

At St Kevin's, we believe that all students, their families and staff have the right to a safe, nurturing and inclusive learning environment. Therefore all staff, students and families work together in an atmosphere of respect sharing the responsibility to promote positive behaviours from all. At St Kevin's Catholic School we believe in adopting proactive strategies for defining, teaching and supporting appropriate student behaviours in order to maximise student social and academic learning outcomes.

St Kevin's has adopted a whole school approach to bring about positive behaviour, *Positive Behaviour for Learning* (PBL). This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. Our aim is to help children learn how to play and enjoy games and each other in a positive way.

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.

At St Kevin's School, we believe that all members of the community have the right to learn and work in an environment free from intimidation, humiliation and hurt. We all share a responsibility to foster, promote and restore right relationships. We believe that bullying is unacceptable and the whole school community all share a responsibility for preventing these inappropriate behaviours.

Complaints and Grievances Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

At St Kevin's we take complaints seriously and try to resolve them in the most appropriate, efficient and confidential manner possible. The following summarises our complaints and

grievance process.

- If you have a complaint about a student other than your own child, you should raise it with your child's class teacher.
- If you have a complaint about a staff member relating to teaching and learning, the issue should first be discussed with the relevant teacher or the principal.
- If you have a complaint about the inappropriate behaviour of a staff member towards any child or young person, your concern should be directed to the principal and confidentiality must be maintained.

Our school follows the diocesan policy and procedures for complaints handling.

Initiatives Promoting Respect and Responsibility

In 2014 the children at St Kevin's participated in a variety of initiatives which promoted respect and responsibility at both a local and global level.

On Harmony day the children came together to celebrate their cultural and religious diversity and that of the wider population. The children also participated in ceremonies for ANZAC Day and Remembrance Day and a commemoration for the victims of the MH17 air disaster. The children also participated in World Water Day and National Reconciliation Week. Through these initiatives the children gained a deeper respect and appreciation for the fragility of life and the needs of others in the world who are less fortunate.

At St Kevin's, the children are formed as servant leaders and are encouraged to take responsibility for their actions and for others. This is achieved through a range of initiatives including the maintenance of the school vegetable garden, the student leadership program, the kindergarten buddy program and a variety of student-led mission initiatives.

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 main priority for St Kevin's in 2014 was to provide effective professional learning for teachers which included a sustained level of support in Literacy and Numeracy. Strengths can be reported in all three SIP domains. In Mission, increased student knowledge and articulation of discipleship was noted in the Year 6 response letters to Pope Francis. In Teaching and Learning, improved reading outcomes were observed for all students in Kindergarten to Year 6. Finally, in Pastoral Care and Wellbeing, a school wide approach to pastoral care practices using our PBL program led to improved behaviours. Key improvement strategies included the use high yield strategies such as CASL meetings and instructional walks and talks to share examples of best practice. The development of sound assessments in Religious Education was another effective improvement strategy.

Priority Key Improvements for Next Year

In 2015 St Kevin's the following three annual goals will maintain our strategic direction:

- to develop students' lived sense of Catholic identity, discipleship and mission
- to strengthen differentiated teaching practices in order to improve the learning outcomes of all students
- to enhance student wellbeing and community engagement.

A number of key strategies will include:

- a focus on staff prayer as a learning opportunity, with teachers developing resources for use in teaching scripture and opportunities provided for teachers to engage with various ways of praying
- strategic professional learning with regard to differentiation and the introduction of the new English and Science and Technology syllabuses
- the introduction of strategies and professional learning in *KidsMatter* components

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

Positive parent satisfaction was noted at St Kevin's through several parent surveys conducted prior to school review in March and again in November to coincide with the principal's contract renewal process. Parents noted the welcoming, supportive nature of the school and the ability of the leadership team to deal with personal issues in a professional way. In 2014 parents were provided with parent education programs in reading and technology. Both these learning opportunities were targeted at different learning stages and provided parents with a practical application of the learning process. The principal personally offered informal parent meetings each term with a child-centred focus. The meetings addressed issues such as homework and transitioning to high school. These meetings provided some input as well as time for parents to discuss their thoughts with others. It was suggested through anecdotal feedback that communication to the school community should continue to be as consistent and transparent as possible.

Student Satisfaction

Student satisfaction was high in 2014, particularly with our senior students who noted great satisfaction in their student leadership roles and the many and varied ways of assisting their school such as the buddy program, open day and Kindergarten orientation mornings. The Leadership day held at the beginning of 2014 was well received and enabled students to work cooperatively with each other. Students at St Kevin's are encouraged to have an active voice and great expectations are placed on our senior student leaders to be good role models to the younger students.

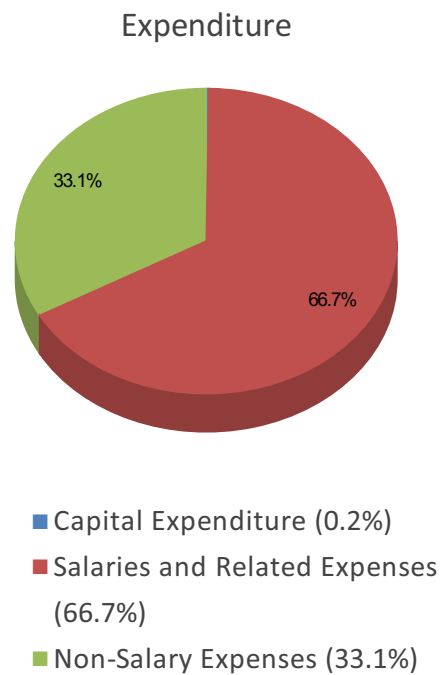
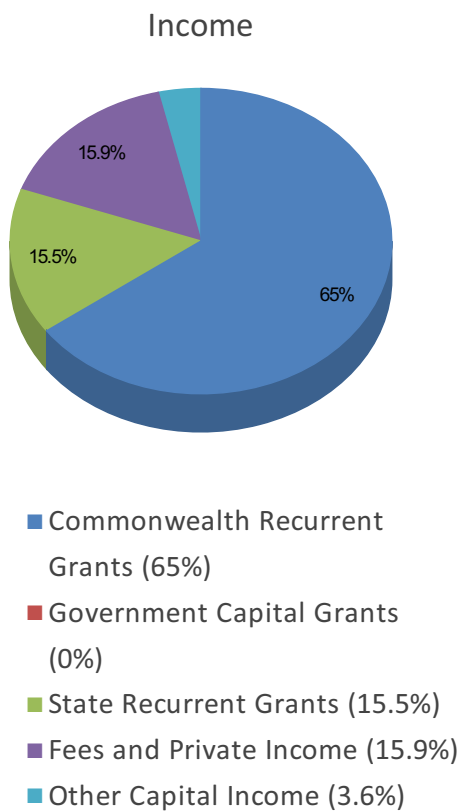
Teacher Satisfaction

Evidence of teacher satisfaction at St Kevin's was gathered through staff meetings, surveys and anecdotal responses. Teachers expressed satisfaction with the calm school atmosphere and felt that they are listened to and supported by the leadership team. The school facilities are kept up to date and maintained to a high standard. Resources such as those used for Literacy are in plentiful supply and are renewed when necessary. The professional learning at weekly staff meetings was effective and ongoing, and staff commented on the success of this approach. However, staff meeting time is strictly scheduled and some staff believe that there is little time for evaluating the effectiveness of learning programs. A recent survey regarding the effectiveness of the coaching model as professional learning indicated that, although it was valuable for some,

this model of professional learning required a needs-based approach. Through the survey, staff reiterated the comment that the approach to professional learning was timely and supported our SIP.

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](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,243,301
Government Capital Grants	\$0
State Recurrent Grants	\$296,274
Fees and Private Income	\$304,505
Other Capital Income	\$68,871
Total Income	\$1,912,951

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$4,862
Salaries and Related Expenses	\$1,422,660
Non-Salary Expenses	\$706,060
Total Expenditure	\$2,133,582