



2016 ANNUAL SCHOOL REPORT



St Kevin's Catholic Primary School, Dee Why

57-59 Oaks Avenue, Dee Why 2099

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

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, school improvement and community satisfaction. Parents, teachers and students have focused on the implementation of the school School Improvement Plan 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. This year our P&F continued 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. In 2016 the P&F worked with the principal to better engage parents with their child's learning. Parents welcomed the opportunity to comment via survey on the partnership between parents and the school remarking that the relationship is a healthy one, supported by approachable teachers who value parent input.

Student Body Message

The students at St Kevin's value the school leadership program in place and recognise the fact that all Year 5 and Year 6 students are presented as leaders. All senior students are given the responsibility of being a buddy to Kindergarten students: providing a good role model, welcoming, and nurturing our younger students are the priorities.

Students are given the opportunity to apply for various leadership positions and are presented with leadership badges at a leadership liturgy at the start of the school year. Students noted the worth of the leadership camp held every second year as a time to bond with each other, and to develop friendships and trust. School leadership at our school is seen as a privilege and the students fulfil their obligations with a sense of pride, responsibility and dignity.

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

Girls	Boys	LBOTE*	Total Students
73	89	94	162

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93.58 %. 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 %	92 %	94 %	94 %	94 %	94 %

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student

- attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

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

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

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
17	3	20

* This number includes 7 full-time teachers and 10 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.	17
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: Numeracy and the effective use of MAI data to track student progress in Number
Day 2	Leading Learning: Developing a school wide culture of thinking using thinking routines
Day 3	Mission: River of Mercy, Streams of Joy

SECTION FIVE: MISSION

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

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

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

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

The teachers, led by the school executive team, deliver a strong Religious Education curriculum, evidenced by student learning and regular participation in liturgies and masses throughout the school year. Religious Education is programmed with a pathway designed to meet the needs of our students. Students were involved in the various parish based sacramental programs and the classroom program enhanced this learning.

The staff continued their faith formation through Religious Education staff meetings and staff development days. All staff participated in the combined cluster staff day; *River of Mercy: Streams of Joy*. Religious Education requirements were met via participation in a professional learning day aligned with the 2016 School Improvement Plan (SIP) Mission goal. Staff were represented at the annual staff Mass, Year Six cluster Mass, Mission Mass and the Mission day workshop.

Students regularly attend the weekly parish Mass and students from Year 3 to Year 6 participate in Reconciliation during Lent and Advent. Family Masses are held each term and are well attended with refreshments supplied by the parents after Mass. The principal is an active member of the parish council and both parish and school communities cooperate to provide a meaningful experience of the Catholic faith.

Our students were very involved in living out their call to Mission in 2016. Catholic Worldview is evident in the relationships between staff, parents, students and parish. Through these relationships, the students develop an understanding of servant leadership and what it means to be a disciple in the world today.

The SRC facilitated a number of key initiatives including the *Wrap With Love Campaign*, Catholic Mission, Caritas and Candela. The combined school effort for the St Vincent de Paul Winter appeal was a practical example of the community following Pope Francis' teachings in this Year of Mercy. The support of the St Vincent de Paul Christmas appeal through donations of money and food hampers rounded off a wonderful year of mission at St Kevin's.

Primary Curriculum

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

The 2016 School Improvement Plan (SIP) focused on strengthening student outcomes in reading and writing through providing effective high yield teaching strategies, with a particular emphasis on the coaching model.

This model was sustained throughout the year and teachers were supported in the implementation of effective instructional strategies with a focus on writing. The leadership team used 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. The literacy continuum was used to track student learning, determine growth and plan teaching for differentiated teaching strategies. Strategies for improvement were planned and co-taught as part of the coaching model.

The school participated in and supported the *Extending Mathematical Understanding* (EMU) program. A whole school assessment day was conducted at the start of 2016 in order to collect and analyse student data. As a result, a cohort of Year 1 students was chosen to participate in the EMU intervention program. The teaching staff implemented Mathematics assessment tasks with a focus on the counting and place value strands. The leadership team planned for the continuous tracking of student achievement, aligned to the growth point framework.

The school embraced technology using iPads and Chromebooks to integrate class work which reflected 21st century thinking. Professional learning centred on the History and Geography syllabuses and visible thinking routines were incorporated into teaching programs. The effective and relevant use of technology was crucial to the work of Stage 2 and Stage 3 students as they embarked on a Challenge Based Learning project which focused on stewardship. Teachers worked in stage groups to ensure that Science and Technology units were written to successfully complement our school context.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	54.17 %	52.50 %	4.17 %	9.60 %
	Reading	58.33 %	49.40 %	0.00 %	11.50 %
	Writing	54.17 %	48.80 %	4.17 %	6.20 %
	Spelling	70.83 %	46.40 %	12.50 %	12.40 %
	Numeracy	54.17 %	35.60 %	4.17 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	31.58 %	36.30 %	21.05 %	15.00 %
	Reading	21.05 %	35.30 %	21.05 %	15.50 %
	Writing	10.53 %	17.20 %	26.32 %	18.10 %
	Spelling	36.84 %	29.80 %	15.79 %	17.20 %
	Numeracy	26.32 %	28.30 %	5.26 %	16.50 %

NAPLAN Comments

In 2016 the percentage of students in the top two bands for grammar, punctuation, writing,

spelling and numeracy in NAPLAN Year 3 was pleasing to note. A number of initiatives over the past four years have impacted on these results including the use of high yield strategies and in particular the use of the literacy coach model, providing teachers with targeted professional learning in the teaching of reading, writing and spelling in order to improve student learning outcomes. Student results in the key areas of reading, writing and spelling in Year 3 have been particularly pleasing with the majority of students achieving in the top two bands.

The school has a commitment to the principles underpinning Extending Mathematical Understanding (EMU) in order to improve numeracy and this has greatly impacted Year 3 numeracy results. Sound progress is testament to the focus on curriculum differentiation strategies including the use of contemporary learning and teaching approaches, implemented and developed over the last five years.

Closer examination and analysis of NAPLAN indicates writing and numeracy continue to be areas requiring further development. The peer to peer coaching model will include both literacy and numeracy in 2017 with a particular focus on Stages 2 and 3. The school will continue to develop systems in order to monitor student growth in these stages with targeted differentiation strategies in order to maximise growth. CASL meetings in mathematics will begin in 2017 and teachers will regularly consider growth point data in order to determine future learning needs including those of high ability students.

In line with our school improvement plan, professional learning driven by the leadership team, has been planned which will investigate differentiation strategies in reading and writing for students from Kindergarten to Year 6.

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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

In 2016, students at St Kevin's participated in a variety of initiatives which promoted respect and responsibility at both a local and global level. In the Year of Mercy the students came together through prayer, celebration and participation in a variety of SRC led projects. Stage 3 students entered the Bishop's Art competition reflecting on scripture and what it means to be called to action in today's world. The children also participated in ceremonies for ANZAC day and Remembrance day. Through these initiatives the students gained a deeper respect and appreciation for the fragility of life and the needs of the marginalised.

At St Kevin's, the children are seen as servant leaders and are encouraged to take responsibility for their actions and for others. All students were introduced to Pope Francis' letter *Laudato Si* and invited to care for God's gift of creation. Stage 3 students explored this important action through a CBL (challenge based learning) project based on stewardship. A CBL showcase was presented to the school community in Term 4 where students were given the opportunity to share their learning with others.

Servant leadership is also 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.

Respectful and responsible behaviours are explicitly taught through our *Positive Behaviours for Learning* (PBL) program as well as through our *KidsMatter* framework. Student leaders assume the responsibility of leading peer support groups, respecting the marginalised and promoting our school led initiatives at school assemblies.

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 2016 was to provide effective professional learning for teachers which focused on developing active and engaged student learners. This included the introduction of Challenge Based Learning, a model of inquiry where individual thinking is valued, visible and actively promoted. Strengths can be reported in all three domains of our School Improvement Plan (SIP). Teaching staff had the opportunity to fully participate in the relevance of the Year of Mercy and engage the students and parents in this knowledge. Student voice was strong this year especially through student leaders and class representatives. Pastoral Care achievements included placing each child in the school on a Social Emotional Learning (SEL) continuum. The data gathered from this exercise led to the development of a social skills program which will become a priority in 2017.

Priority Key Improvements for Next Year

In 2017 the following three annual goals will maintain our strategic direction at St Kevin's:

- 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:

- Develop opportunities to strengthen parent prayer in response to strong parent participation in the Year of Mercy.
- Focus on first wave classroom interventions and strategies supported by high yield strategies.
- Explicitly teach SEL strategies and incorporate them into Personal Development and Health teaching programs to ensure a consistent approach from Kindergarten to Year 6.

SECTION TEN: COMMUNITY SATISFACTION

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents and carers have provided positive feedback about the many opportunities to engage with other parents and teachers and to be involved and engaged in their children's education and school life. The staff of St Kevin's are recognised by the parent community as being strongly committed to the learning and development of the children and as genuinely caring for the students in their care. In 2016 a parent engagement survey conducted by the P&F highlighted the need for meetings to be held in the evening, making them more accessible to all. Parent satisfaction was high in regard to parent education sessions which were held in Term 3, evidenced by an increased attendance of parents and carers.

Student Satisfaction

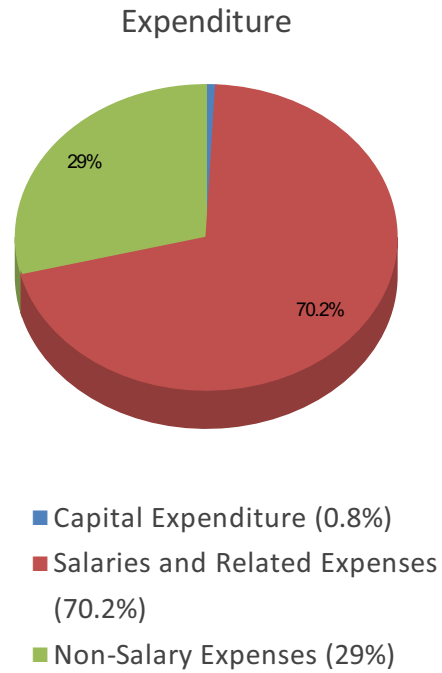
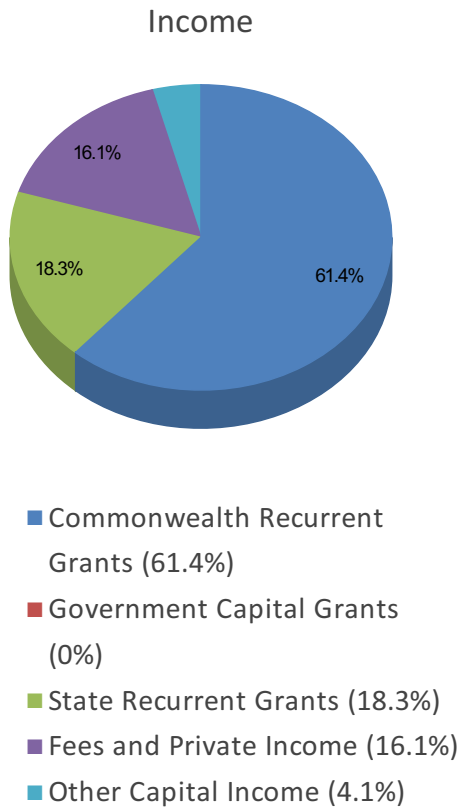
Student satisfaction was high in 2016, particularly with our senior students who noted great satisfaction in their student leadership roles and the many and varied ways of assisting their school such as the buddy program, open day and Kindergarten orientation mornings. Students at St Kevin's are encouraged to have an active voice and great expectations are placed on our senior student leaders to be good role models to the younger students. Students expressed satisfaction with their teachers, noting their kind and calm manner. The use of technology was reported as being easy to access and advantageous to learning.

Teacher Satisfaction

Teachers very much value the collaborative approach that is in place at St Kevin's. Communication between teachers, parents and students is always timely, relevant and meaningful. The leadership team is well regarded and seen as a visible presence, offering assistance and support in practical ways. Effective behaviour management procedures mean that the classroom teachers feel supported at all times. Relationships are important at our school and all staff members feel that they are respected, valued and trusted.

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	\$1,449,274
Government Capital Grants	\$0
State Recurrent Grants	\$432,959
Fees and Private Income	\$380,682
Other Capital Income	\$97,079
Total Income	\$2,385,928

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$18,588
Salaries and Related Expenses	\$1,625,038
Non-Salary Expenses	\$670,024
Total Expenditure	\$2,313,650