

# 2017 Annual School Report

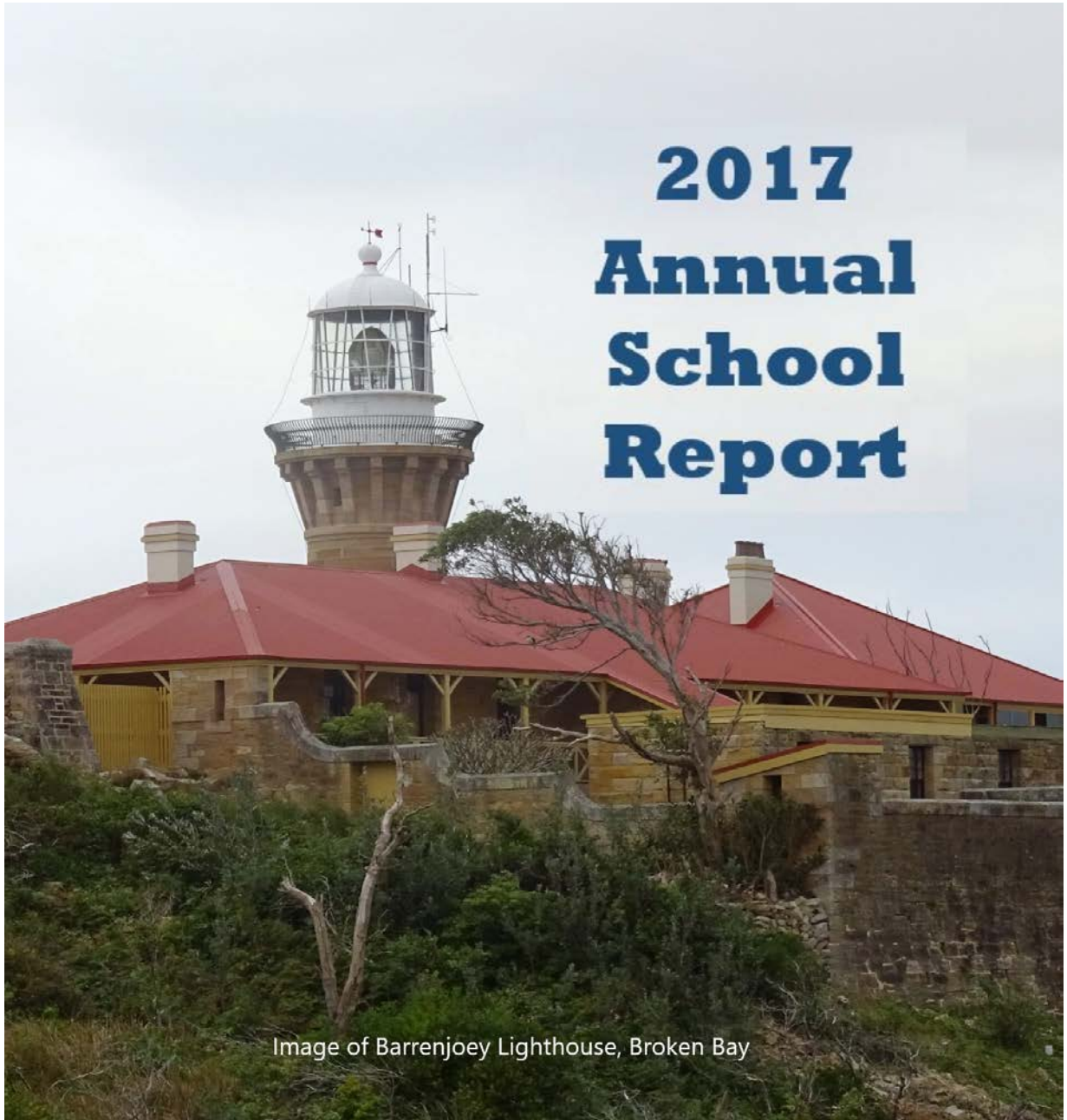


Image of Barrenjoey Lighthouse, Broken Bay



## St Kevin's Catholic Primary School, Dee Why

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## ABOUT THIS REPORT

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St Kevin'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**

The process of school self-review in 2017 was a significant milestone in our school's journey this year as it provided stability and direction to our whole school strategic plan for 2018 to 2020. Our school improvement plan (SIP) focused on the effective use of data to differentiate student 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. In 2017 the P&F continued to provide opportunities focused on strengthening connections and parent engagement within our St Kevin's community. New families were welcomed and the promotion of our school in the wider community was well supported. Parents welcomed the opportunity to comment 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 student representative group outlined the importance of being a leader at St Kevin's and cited the various leadership roles such as colour house captain, technology and environment team, all which provide every Year 5 and Year 6 student the opportunity to be school leaders. It was noted that the Student Representative Council (SRC) gave the students a voice, particularly in the area of mission and discipleship where the students made a conscious choice to reach out to others in the community. In 2017 the leadership camp provided students with opportunities relating to trust, cooperation and understanding the responsibilities and importance associated with student leadership in a single stream school.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

St Kevin's Catholic Primary School, Dee Why, is a co-educational 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 high schools. Our school supports and attends both the Mater Links day and the St Paul's day for our Year 3 students. 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 Year 5, reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Northern Beaches Learning Community of Catholic Schools (NBLCCS) and the school is represented 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 2017 the students participated in a school leadership camp which included an overnight stay at a nearby venue. The student leadership program is valued and well supported by the principal and class teachers.

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

Girls	Boys	LBOTE*	Total Students
72	82	91	154

\* Language Background Other than English

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2017 was 93.02 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93 %	91 %	91 %	96 %	93 %	93 %	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

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	16
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	16
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	18
Number of full time teaching staff	7
Number of part time teaching staff	9
Number of non-teaching staff	2

## 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>	Leading Learning: Numeracy and the effective use of MAI data to track student progress in Number.
<b>Day 2</b>	English: Explore effective strategies to explicitly teach writing and embed oral language within a balanced English block.
<b>Day 3</b>	Religious Education: Explore the Papal encyclical Laudato Si and engage with its transformative message.



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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.

In 2017 a strong Religious Education curriculum led by classroom teachers with realistic expectations was delivered to the students. Regularly assigned liturgies and Masses were in place for student participation throughout the year along with Family Masses which extended to all our families. Religious Education is programmed with a pathway designed to meet the learning needs of the students. Students were involved in the parish sacramental program which was further enhanced by the teaching of the required modules as set out in the Religious Education syllabus. The staff were engaged in regular staff formation throughout the year with Religious Education staff meetings, prayer and staff development days. All staff participated in the combined cluster staff day; Pope Francis, *Laudato Si'*. As a result of this day, the theme, *Caring for our common home*, became a school wide initiative and the introduction of 'Waste Free' days enabled students to become more conscious of their immediate environment. Staff were represented at mission formation days, Year Six Cluster Mass, Mission Mass and the Mission Day Workshop (*Laudato Si'*).

Students are actively involved and attended weekly Parish Masses and the students from Years Three to Year Six participated in Reconciliation during the season of Lent and Advent. Family Masses were held each term and were attended by students from Kindergarten to Year Six. Light refreshments were provided by parents after Mass which highlighted both our parish and school engagement. The principal is an active ex-officio member of the Parish Council and both parish and school communities work together to provide meaningful experiences for the students in the Catholic faith.

Social justice initiatives promoted and developed the students lived sense of Catholic identity, discipleship and mission. The student leadership team along with the Religious Education Coordinator facilitated a number of key initiatives supporting Caritas, Project Compassion (winter warmer packs), Candela and St Vincent de Paul Christmas hampers which completed a very successful end to the 2017 St Kevin's school year.

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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.

The 2017 School Improvement Plan (SIP) focused on strengthening differentiated teaching practices 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, in particular vocabulary. The leadership team incorporated a series of high yield leadership strategies which included Instructional Walks and Talks and Snapshot Observation sessions. Snapshot Observations gave teachers the opportunity to observe their colleagues in order to reflect on their own teaching practice. Staff were provided with staff meeting time to engage in discussion regarding the associated learning. Strategies for improvement were planned and co-taught as part of the literacy coaching model.

The school participated in and supported the *Extending Mathematical Understanding* (EMU) program, whereby four teachers are now Early Years EMU trained and one teacher is also trained in Middle Years EMU. A whole school assessment day was conducted at the start of 2017 in order to collect and analyse student data. As a result, a cohort of Year 1 students were chosen to participate in the EMU intervention program, an extension mathematics Year 2 focus group was held weekly, as well as a Year 4 enrichment group. The teaching staff redeveloped Numeracy 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 continued to embrace technology using iPads and Chrome books to integrate class work through the Google platform which reflected 21st century thinking. Kindergarten to Year 2 and Year 6 introduced the See Saw app, using technology to share and communicate student learning with the wider community. Professional learning centred on creating a culture of thinking 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* (CBL) project which focused on stewardship. Teachers worked in stage groups to embed visible thinking and the Challenged Based Learning framework in the *Physical, Development and Health* (PDH) units complemented an effective and appropriate use of technology.

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

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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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	66.67 %	55.50 %	0.00 %	10.50 %
	Reading	61.11 %	51.60 %	0.00 %	10.00 %
	Writing	44.44 %	44.60 %	0.00 %	7.50 %
	Spelling	50.00 %	45.60 %	0.00 %	13.10 %
	Numeracy	44.44 %	39.80 %	0.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40.00 %	34.40 %	0.00 %	17.50 %
	Reading	50.00 %	37.00 %	5.00 %	14.60 %
	Writing	40.00 %	15.80 %	0.00 %	19.40 %
	Spelling	65.00 %	34.30 %	0.00 %	14.10 %
	Numeracy	60.00 %	27.90 %	0.00 %	14.60 %

## **NAPLAN Comments**

In 2017 the percentage of students in the top two bands for grammar, punctuation, writing, spelling and numeracy in NAPLAN for both Year 3 and Year 5 was pleasing to note. A number of initiatives over the past five 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. Positive growth for all Year 5 students in the area of writing demonstrates the depth of progress made through the school-wide focus on writing, in particular vocabulary.

The school has a commitment to the principles underpinning Extending Mathematical Understanding (EMU) in order to improve numeracy and this has greatly impacted numeracy results with no students from Year 3 or Year 5 in the two lowest bands. 60% of Year 5 students were in the top two bands in Numeracy. Positive growth for all Year 5 students in Numeracy, 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. The strategic use of EMU trained teachers enabled strategies to be taught consistently from Kindergarten to Year 6.

Closer examination and analysis of NAPLAN 2017 indicates spelling, grammar and punctuation require further development. The 2018 literacy coaching model will incorporate strategies ensuring a whole school plan to address these learning areas. The school will continue to develop systems in order to monitor student growth with targeted differentiation strategies in order to maximise growth. Collaborative Analysis of Student Learning (CASL) meetings focussing on student learning in mathematics will feature in 2018 and teachers will have opportunities to regularly consider growth point data in order to determine future learning needs including those of high ability students. Whole school Numeracy assessment tasks have been re-aligned to cater for this.

Professional learning has been planned which effectively accommodates teacher needs and provides various opportunities to investigate a variety of differentiation strategies for students from Kindergarten to Year 6.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

## **Initiatives Promoting Respect and Responsibility**

The students of St Kevin's participated in numerous initiatives that promoted both 'respect' and 'responsibility' at both the local and global levels. The students came together through prayer, celebration and participation in a variety of Student Representative Council (SRC) led projects.

Stage Three students entered the Bishop's Art Prize competition which reflected on core scriptures and what they mean in the 21st century. The students led and participated in many ceremonies including ANZAC and Remembrance day. Through these initiatives the students gained a deeper respect and appreciation for the both needs of the marginalised and the fragility of life.

The students are recognised as servant leaders and are encouraged through the schools Positive Behaviour for Learning (PBL) rules to take responsibility for their own actions and those of others. A PDH grant enabled our Stage Three students to engage in a Challenge-based Learning project which centred on being responsible and safe users on our roads. Through this learning the students researched the inappropriate use of technology whilst driving as a major factor in road tragedies. The students showcased their learning to the school community and highlighted the need to be responsible users of technology.

Servant leadership is achieved through a range of initiatives including the student leadership program for Year 5 and Year 6 and the Kindergarten buddy program. The maintenance of the school vegetable garden, worm farm and a variety of student-led mission initiatives enabled students to develop a health respect for the environment.

Well Being week, held each term, allows the school community to come together to promote community and well being through peer support groups and includes students from Kindergarten to Year 6. Class teachers and senior student leaders supervise these groups and the skills presented in the sessions aligns with both the KidsMatter framework and the SEL continuum. This sense of community encourages and promotes positive mental health for all students as well as a positive school culture.



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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 main priority for St Kevin's in 2017 was to provide effective professional learning for teachers which focused on developing active and engaged student learners. The focus was on the leadership of numeracy with an EMU specialist in both Kindergarten and Year 2 using first wave strategies and high yield strategies. Peer to peer coaching in numeracy was supported by the principal, with a focus on extending middle primary students.

Teaching staff had the opportunity to fully participate in the teaching of Pope Francis through the encyclical, *Laudato Si'*, 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 the implementation of a school wide ecological program which focused on a waste-free school environment. The momentum gathered from this exercise will remain a priority in 2018.

### **Priority Key Improvements for Next Year**

In 2018 the following three annual goals will maintain our strategic direction at St Kevin's:

- To engage student in contemporary prayer and liturgical experiences.
- To develop students as confident, competent learners with growth mindsets.
- To develop student's Social Emotional Learning skills to enhance wellbeing and engagement in learning.

A number of key strategies will include:

- Monitoring of Religious Education teaching programs with a focus on the inclusion of prayer and liturgy
- Providing targeted PL in numeracy, literacy and cultures of thinking
- Maximising professional learning in a range of areas including a review of the KidsMatter framework and the implementation of practical classroom strategies.

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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**

Positive parent satisfaction was noted at St Kevin's through a general survey which was designed for parents to both comment on and to consider the school as a culture of learning. 70% of families responded to the parent survey and 53% of the respondents considered all aspects of the survey, a culture that promotes learning, to be 'a strong and consistent feature of practice'. 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. The diverse range of cultures was celebrated although it was noted that further opportunities for cultural celebrations would be warmly received.

In 2017 parents were provided with parent education programs in writing and mathematics. Both these learning opportunities were targeted at different learning stages and provided parents with a practical application of the learning process.

### **Student Satisfaction**

Feedback on student satisfaction was gathered by the principal who interviewed a sample of Year 6 students. These students noted a particularly high level of satisfaction in 2017 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 camp held at the beginning of 2017 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 younger students. Students valued the technological opportunities offered in 2017 and particularly referred to the introduction of one to one devices in Year 6 which provided greater independence in their classroom learning. Students expressed great satisfaction for their participation in the school musical, *A Kids Mid Summer Night's Dream*.

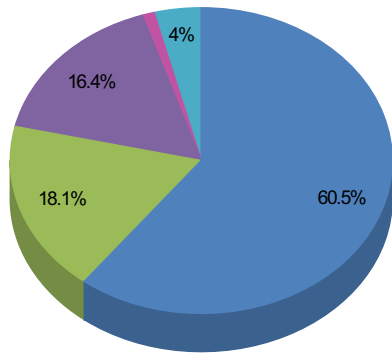
## **Teacher Satisfaction**

Evidence of teacher satisfaction at St Kevin's was gathered through staff meetings, surveys and anecdotal responses. Teachers believe that our strengths lie in nurturing positive and caring relationships between the teachers and parents and teachers and students in order to establish successful learning. All teachers placed a high priority on student well-being to provide both academic and non-academic support to address individual needs. Teachers have an obvious sense of belonging, recognising the importance of welcoming families into the St Kevin's community and they greatly value the collaborative approach that is in place at the school. Communication between teachers, parents and students is always timely, relevant and meaningful. The leadership team are perceived to be approachable and consistent in their approach to teachers, parents and students.

## SECTION ELEVEN: FINANCIAL STATEMENT

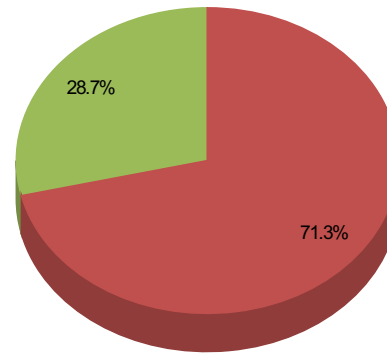
Consistent with the NESAs requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (60.5%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.1%)
- Fees and Private Income (16.4%)
- Interest Subsidy Grants (1%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (71.3%)
- Non-Salary Expenses (28.7%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,401,422
Government Capital Grants	\$0
State Recurrent Grants	\$419,231
Fees and Private Income	\$380,285
Interest Subsidy Grants	\$23,738
Other Capital Income	\$92,306
<b>Total Income</b>	<b>\$2,316,982</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$405
Salaries and Related Expenses	\$1,627,409
Non-Salary Expenses	\$654,282
<b>Total Expenditure</b>	<b>\$2,282,096</b>