

2018 Annual School Report



St Kevin's Catholic Primary School, Dee Why

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ABOUT THIS REPORT

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](#).

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 (SIP) through a great variety of initiatives which are outlined in this report.

Parent Body Message

The 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 2018 a number of events were provided to enhance parent engagement and communication which included a World Record Stargazing Attempt and the introduction of a Parents' Facebook Group, *The Hub*.

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 where 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 somewhat 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 school year and provides students with 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 our students are 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. The student leadership program is valued and well supported by the principal and classroom teachers.

This year the school focussed on and addressed the needs of the students in the early years classrooms, Kindergarten to Year 2, by creating an outdoor play and learning space. The teachers and students welcomed the additional space to extend both their learning and play opportunities.

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 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
78	81	108	159

* Language Background Other than English

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2018 was 92.74 %. 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 %	94 %	92 %	92 %	94 %	89 %	95 %

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

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

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

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
Total number of staff	18
Number of full time teaching staff	6
Number of part time teaching staff	10
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.

Day 1	Leading Learning: Numeracy and the effective use of MAI data to track student progress in Number.
Day 2	Writing in the K-6 classroom; led by external consultants Sheena Cameron and Louise Dempsey (educators and authors)
Day 3	Religious Education: Aboriginal Spirituality and Scripture Storytelling

SECTION FIVE: MISSION

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

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

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

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

The 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.

At St Kevin's, the Catholic Worldview is evident in relationships between staff, students, families and the parish. Through these relationships, children develop an understanding of servant leadership and what it means to be a disciple in the world today. The Student Representative Council (SRC) led a variety of school initiatives to support Catholic Mission, Caritas, St Vincent de Paul and World Water Day. Of particular note in 2018 was the Winter sleep out, hosted by the SRC. This initiative gave senior students the opportunity to "sleep rough" for a night and raise money for the St Vincent de Paul Winter appeal.

Strong partnerships within the local parish continued to be forged in 2018 with the students of St Kevin's attending the weekly Parish Mass and participating in the readings and the Prayers of the Faithful. Family Masses were held each term and each stage was given an opportunity to act as host for the Liturgy. The role of the Religious Education Co-ordinator (REC) is pivotal to the success of these Parish events and the team approach is evident as the majority of staff see their presence at these events as a priority.

The ten year anniversary of the new school building at St Kevin's was an important event in our Mission calendar. A liturgy was composed to witness and celebrate the achievements of the last ten years as well as paying homage to those who had the courage and vision to give life to the project. A number of local dignitaries were invited to attend as well as past principals, parents and teachers. The morning was given to the celebration and a general feeling of pride and achievement prevailed.

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 2018 School Improvement Plan (SIP) focused on strengthening student outcomes by providing targeted professional learning in numeracy, literacy and cultures of thinking. The strengths of the Literacy Coach using a co-teaching model was used to provide teaching emphasis on spelling, writing and reading.

This model was sustained throughout the year and teachers were supported in the implementation of effective instructional strategies. Assessment data was analysed, progress recorded and strategies for future learning discussed. Strategies for improvement were planned and co-taught as part of the coaching model.

The school participated in the *Extending Mathematical Understanding* (EMU) program. A whole school assessment day was conducted at the start of 2018 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 which provided a consistent whole school approach. The leadership team planned for the continuous tracking of student achievement, aligned to the Growth Point framework.

A range of technologies such as iPads, Chromebooks and computer technology was used to both enhance student learning and engage the learner. The Information, Communication and Learning Technologies (ICLT) team ensured that technology was integrated into teaching and learning programs.

In 2018 teachers taught from the newly implemented History and Geography syllabuses and continued to develop units of work which were specific to our school context. Staff development days were used to inservice classroom teachers in the delivery of writing with a focus on the explicit teaching of editing and proofreading skills. This day was attended by all classroom teachers and follow up staff meetings ensured a considered whole school approach.

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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	50.00 %	53.20 %	5.00 %	8.60 %
	Writing	63.16 %	41.90 %	0.00 %	10.00 %
	Spelling	42.11 %	46.60 %	5.26 %	12.50 %
	Grammar	47.37 %	53.10 %	10.53 %	11.00 %
	Numeracy	60.00 %	39.20 %	5.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	76.47 %	38.60 %	0.00 %	12.60 %
	Writing	29.41 %	13.70 %	5.88 %	23.40 %
	Spelling	58.82 %	34.50 %	11.76 %	13.60 %
	Grammar	47.06 %	35.50 %	5.88 %	14.30 %
	Numeracy	64.71 %	27.60 %	0.00 %	14.00 %

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2018 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

Complaints Handling Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2018.

Initiatives Promoting Respect and Responsibility

Several initiatives and actions have been undertaken throughout this year to promote respect and responsibility in the school community. 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 through the support of the Student Representative Council (SRC).

In 2018, the *Positive Detective* program was launched in partnership with a neighbouring cluster school. *Positive Detective* is a wellbeing and positive education program for schools. It encourages students to find the good in their world and share it with others to increase their own happiness and those of others. The program was well received by all stakeholders and teachers found opportunities to implement the framework into their Personal Development programs.

Each year our students are plotted onto a Social Emotional Learning, (SEL) continuum to assess their specific needs in this area. Strategies are used to explicitly teach students in Core Competencies such as self-awareness, self-management, social awareness, relationship skills and responsible decision making.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan *Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

The main priority for St Kevin's in 2018 was to provide effective professional learning for teachers which focused on developing active and engaged student learners. The focus was on the leadership of literacy supported by our literacy coach. The strategies of model / coach / teach were used to deepen the understanding of the importance of spelling within a balanced writing program from Kindergarten to Year 6.

The school continued to explore *Cultures of Thinking* as a means to investigate how students are thinking. Teachers developed strategies to ensure that all students are engaged and part of the learning conversation.

Teachers were provided with opportunities to focus on the examen prayer and to incorporate this in their daily routines. This was an excellent alignment with our wellbeing initiative, *Relax Kids*. A program which gave students the time to engage positively with self and others and also provided strategies which enhanced their personal wellbeing.

Priority Key Improvements for Next Year

In 2019 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:

- using strategies in Religious Education modules to engage students in prayer and liturgy.
- using EPMC (Encouraging Persistence Maintaining Challenge) to develop student growth mindsets in Numeracy
- utilising technology to engage parents in all facets of student learning.

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

Parent responses were gathered through the *Tell Them From Me* surveys. From the survey data, parents feel welcome when entering the school, they can easily talk to both their child's teacher and the Principal. They feel well-informed about school activities through a variety of means such as the School App, the weekly newsletter and the Parents' Hub, a Facebook initiative monitored by parents.

Parents found satisfaction in the fact that student reports were written in terms parents can understand and that parents were informed about their child's progress in school subjects. Parents also felt well-informed about their child's social and emotional development. Parents gave an average score to indicate that they believe teachers have high expectations for their child and the fact that teachers expect homework to be done on time.

In 2018 parents were provided with parent education programs in social and emotional learning 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 2018 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 younger students. Students valued the technological opportunities offered in 2018 and particularly referred to the introduction of one to one devices in Year 6 which provided greater autonomy in their classroom learning.

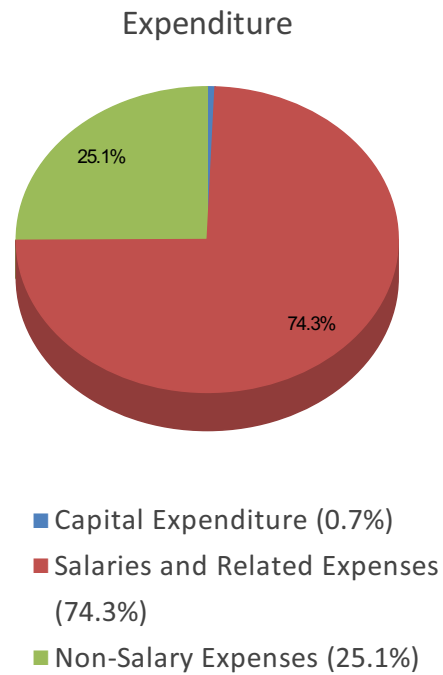
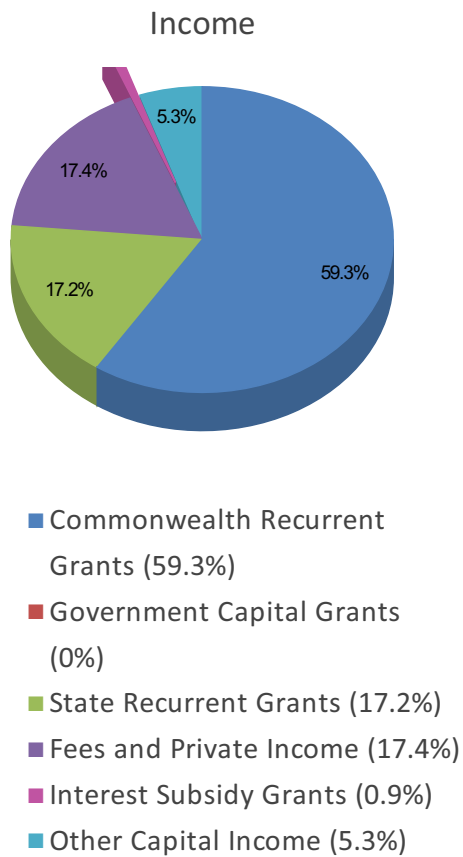
Teacher Satisfaction

Teacher responses were gathered through the *Tell Them From Me* surveys. Teacher response was favourable in several areas which included working in a safe and orderly school environment and the fact that school leaders were supportive of staff during times of stress. Teachers agreed that school leaders have helped to establish challenging and visible learning goals for students. The majority of teachers found the time to talk with their colleagues about strategies that increase student engagement which assisted with improved student outcomes.

A score of 9.3 (out of 10) showed teachers set high expectations for student learning. Teachers reported on average that their students have opportunities to use computers or other interactive technology to analyse, organise, and present subject matter.

SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,414,068
Government Capital Grants	\$0
State Recurrent Grants	\$409,499
Fees and Private Income	\$414,845
Interest Subsidy Grants	\$21,594
Other Capital Income	\$125,936
Total Income	\$2,385,942

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$15,411
Salaries and Related Expenses	\$1,742,596
Non-Salary Expenses	\$588,471
Total Expenditure	\$2,346,478