



2020

ANNUAL SCHOOL REPORT



St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Mrs Lorraine Vincent

Web: www.skdydbb.catholic.edu.au

About this report

St Kevin's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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](#).

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 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 2020 the number of events and functions usually provided to and for the parent community were limited due to the global pandemic. The school principal took many measures to ensure the school remained safe and student learning continued to be the school priority.

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 day held every 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.

School Features

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 Year 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 cocurricula 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.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
82	81	106	163

* 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 [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2020 was 95.38%. 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
96.35	94.43	94.22	95.02	95.94	95.59	96.11

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 a sense of wellbeing and belonging in students
- 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, CSBB 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. CSBB 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).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	18
Number of full time teaching staff	7
Number of part time teaching staff	9
Number of non-teaching staff	2

Total number of teaching staff by NESA category

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 NESA. 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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL 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.

Summary of professional learning at this school

In 2020 the whole school focus for professional learning centred on raising individual student achievement.

Day 1: Teaching and Learning: Numeracy and the effective use of MAI data to track student progress in Number

Day 2: Teaching and Learning: Monitor Reading for students with Disabilities

Day 3: Mission: Dan White - *Into the Desert*. Teachers were given time and presented with a number of strategies to reflect on various Scripture texts.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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.

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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. This year our Year 5 and Year 6 Mission Leaders led a variety of school initiatives to support Catholic Mission, Caritas and St Vincent de Paul. At the beginning and end of the year the students of St Kevin's celebrated Mass with the parishioners at 12pm Mass and engaged with Mass by preparing the prayers of the faithful and teachers reading the readings. Regular family Masses were placed on hold, however, there was a Term 1 Mass hosted by the Year 5 and Year 6 families. In Term 4, all classes celebrated with an end of year class liturgy with a member of the executive team attending. 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 staff were engaged in regular staff formation throughout the year with Religious Education Professional Learning using the RENEWRE guidelines, meetings, prayer and staff development days. St Kevin's school teachers as well as teachers from our neighbouring school, participated in two twilight meetings led by Dan White. As a result of this professional learning, staff deepened their knowledge of scripture and how to present and lead this learning with their students.

Curriculum, Learning and Teaching

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 focus of our school Improvement Plan (SIP) in teaching and learning was to develop students as confident, competent learners with growth mindsets. Unfortunately, key priorities were impacted by the pandemic. However, this in turn, provided many opportunities to respond to point of need learning in our school community. Literacy, numeracy and high yield strategies were central to our professional learning agenda.

The literacy coaching model supported teaching and learning in writing as well as reading comprehension strategies. The Literacy coach worked collaboratively with all teachers to implement effective strategies to support learning. Time was efficiently allocated to ensure the coaching cycle remained a priority. Professional learning sessions were centred around spelling and reading comprehension.

The Literacy Coach also took on the role of EAL/D teacher, due to the high EAL/D population of our school, the EAL/D teacher reviewed all student data and EAL/D levels. Staff professional learning supported teachers to develop a deeper understanding of the EAL/D progressions, students individual language needs and implications for classroom practice.

The Learning Support Education Officer led professional learning and took part in an observation and consultation process with all teachers and in all classrooms. The focus of this project was to support vulnerable students, develop appropriate interventions and create SMART (Specific, Measurable, Attainable, Realistic, Timely) goals. Staff worked on SMART goals to improve student learning for both whole class as well as individual students.

The leadership team lead data meetings with the staff each term. Staff worked with the leadership team in stage groups to analyse recent assessment data in English and Mathematics. Teachers developed SMART goals to support learning for identified students and were reviewed at the end of each term.

The Numeracy leader and EMU specialist collaborated with the Stage 1 teachers to develop a series of co-teaching lessons. The lessons and ongoing support were linked to MAI data

and updated assessments. Throughout the co-teaching process the teachers focused on the use of concrete materials and mathematical reasoning.

All students were assessed in mathematics using the Mathematical Assessment Interview (MAI). Teachers participated in professional learning centred around analysing MAI data, planning for learning to cater vulnerable students as well as extension for high performing students. To support the Year 1 cohort, the Extending Mathematical Understanding (EMU) program continued in 2020. Whole staff professional learning in mathematics was linked to counting, place value and analysing data.

Our STEM program continued in 2020. Students in stage 3 spent a term developing their group projects using the Engineering and Design Process. Projects linked to current real-world issues such as the COVID-19 pandemic, bushfires and koala preservation. The students were supported by guest speakers and community experts who provided input and guidance with the projects. The STEM program also incorporated Minecraft for Education for Year 4 and a design and make individual projects in Year 3.

Student Performance in Tests and Examinations

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.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2020.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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. 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). The assistant principal meets with the SRC each week to discuss relevant school issues with a focus on our efforts towards sustainability.

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

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 2020 was to provide effective professional learning for teachers which focused on developing active and engaged student learners. The focus was to engage students in the weekly STEM classes (Science, Engineering, Technology and Mathematics). The culmination of this learning led to a school STEM Fair at the end of Term 2 where students from Years 3 to Year 6 were given a opportunity to showcase their learning to the wider school community.

Teaching staff embraced the challenges of home based learning at the start of the 2020 school year. Driven by the use of technologies such as ZOOM and Google Classroom, teaching staff remained vigilant in providing quality teaching programs to the students in their care. Professional learning was collaborative and teachers were given time to work on teaching programs that reflected pedagogical knowledge.

Pastoral Care achievements included the revision of the school PBL (Positive Behaviours for Learning) matrix which will be launched in 2021.

Priority Key Improvements for Next Year

In 2021 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 well being and community engagement

A number of key strategies will include:

- monitor Religious Education teaching programs with a focus on liturgical experiences and scripture
- use SMART goals to direct specific strategies for students
- develop school wide consistent strategies to cater for student behaviour

In 2021, a newly appointed assistant principal and religious education coordinator will assist the principal to embed these strategies with all staff.

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 completed a survey in November 2020 and results indicated that they felt that the school was an inclusive, authentic place and that parents were made to feel welcome. Two way communication was viewed as important and that reports on their child's progress was written in clearly understood terms. Parents reported a low level of involvement in school committees such as the P & F (Parents and Friends). 98% of the surveyed parent community would recommend St Kevin's to a friend or colleague.

Positive parent satisfaction was anecdotally gathered by the principal during the year regarding the safety measures put in place by the school executive during the time of school lockdown. Parents were moved in and out of the school premises in a orderly manner and at no time were children or parents felt to feel unsafe or unsure of school procedures.

Student satisfaction

Students from Year 4, Year 5 and Year 6 completed the Tell Them from Me survey in November 2020. Students expressed satisfaction with their social engagement at school and their positive relationships with other students. Their participation in extracurricular activities was noted positively although some students recorded a decrease in the level of learning challenges put forward by the school. Teachers were regarded to be helpful and for the most part, tried to make the learning fun and interesting.

Students feel a sense of justice at St Kevin's and their leadership expectations promote both student voice and student advocacy in a positive way.

Teacher satisfaction

Teachers were surveyed in November, 2020. Teachers surveyed reported on the fact that they contribute to a highly collaborative working environment where inclusivity is fostered. Teachers realise the importance of collecting data and using this to inform lesson planning. Some frustration concerning the use of technology was noted as teachers struggled to help students set learning goals for their students using technology in an age appropriate manner.

Teachers supported the school both as a conducive place to work and a quality place of education.

Classroom teachers felt supported by the school leadership team during the time of the pandemic regarding a number of school issues. These included the lessening of programming expectations as well as understanding teacher family commitments outside of school hours.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$1,484,068
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$413,570
Fees and Private Income ⁴	\$353,953
Interest Subsidy Grants	\$9,811
Other Capital Income ⁵	\$93,183
Total Income	\$2,354,585

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$3,480
Salaries and Related Expenses ⁷	\$1,787,801
Non-Salary Expenses ⁸	\$606,824
Total Expenditure	\$2,398,105

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT