

# St Philip Neri Catholic Primary School Northbridge

## 2011 Annual Report



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## 1. Message from Our School Community

### 1.1 Message from the Principal

2011 for the St Philip Neri Catholic School Community has been another highly productive and successful year. We have continued to strengthen our practice of working collaboratively with the Parish to ensure that the foundation of our ministry is the Gospel values lived and taught by Jesus Christ. We continued with the fourth year's implementation of our Strategic Management Plan and also the tradition of providing a quality teaching and learning Catholic environment that meets the needs of each child whilst working in partnership with all stakeholders in the school community.

The commitment to the implementation of our Strategic Management Plan continued whereby we:

- catered for all students' learning needs;
- provided professional learning support for all staff; and
- further developed distributive leadership in the St Philip Neri Catholic Primary School community.

This year we underwent our School Review. The basic purpose of the review was to:

- a) provide external validation for and critique the school's self-evaluation report and its recommendations; and
- b) make constructive suggestions to assist the community to build on, and further develop, the framework of strategic directions and goals which it intends to use as a focus of its efforts in school improvement in the immediate future.

In undertaking this review as a community we targeted the following three domains:

- Catholic Life and Mission
- Teaching and Learning
- Pastoral Care

All stakeholders in the St Philip Neri community were involved in this vital process via a survey whereby we ascertained our needs, reflected on them and collaboratively carved out our direction to meet these needs. We aim to achieve this following the processes of shared understanding, consistency, clarity and professional learning.

Areas which we collaboratively decided required further work and direction were the following:

- **Catholic Mission**
  - Improved communication between parish & school.
- **Teaching & Learning**
  - Increasing learning gain for all students.
- **Pastoral Care**
  - Parent workshops on behaviour management/conflict resolution.

As a result of the School Review Process, we identified our needs and carved out a future plan for the St Philip Neri Catholic School community via collaboratively developing our new Strategic Management Plan for the next three years. Our new plan incorporates development of the following three strategic areas:

**Catholic Life and Mission:** By the end of 2014, there will be a stronger engagement in the mission of the Church, integrating faith and life.



**Teaching and Learning:** By the end of 2014, we will transform learners and their learning through agreed principles.

**Pastoral Care:** By the end of 2014, we will promote student wellbeing and responsibility to reach out.

As a community we believe that the foundation of our ministry is the Gospel values lived and taught by Jesus Christ, which are reflected in our school motto of **Deeds not Words**. In our ministry we will continue to promote quality teaching and learning in a Catholic environment, which fosters the participation and collaboration of all members. A very valued part of this process is working in partnership with parents in the education of their children.

This year at St Philip Neri Catholic Primary School has been enjoyable and rewarding, and one where the importance of community has been emphasised. I believe that as a community we will continue to move from strength to strength as we aim to provide the best possible education for all of our students. I anticipate the continued support of the school community as we journey together to meet future challenges and implement our new Strategic Management Plan, which carves out a new plan for the next three years. Our main aim is to ensure the sustainability and ongoing development of a quality teaching and learning facility in the 21<sup>st</sup> century.

## 1.2 Message from the Parent Body

First and foremost is to thank parents, both on the Executive and within the broader St Philip Neri community for their on going support. You continue to surprise and delight with your genuine enthusiasm for your children and the general school community.

Thank you to the long term members of the P&F Executive who will be stepping down at the end of the year and the new 2012 P& F Executive who will be providing parent leadership to the school community.

As always the Uniform Shop is the silent member of the P &F. It provides a very handy service to the parents and is also a reliable revenue stream for the P&F. Thank you to all the volunteers who make it possible.

Once again the P&F, together with the class parents, has hosted a number of very successful functions this year aimed at building the fabric of our school community by providing opportunities for parents, students, teachers and grandparents to interact.

Social Justice is now firmly on our agenda as an issue that the P&F supports within the school community. It has been a fantastic opportunity to be closely aligned to the students, in particular the SRC Social Justice Committee, and the relationship that they are building with a school in Far Western NSW. All the profits from our 2011 initiative **HOMEMADE** our school cookbook has been donated to Goodooga Central school in support of their cultural garden and some literacy initiatives.

It is with great delight to say that we have spent everything we have raised plus some. Last year it was computers and this year it's a brand new playground!

St Philip Neri went through School Review this year and parents had the opportunity to affirm the positive parent community at St Philip Neri and the fabulous job Sue Bevan and her team do here with our children.

2011 was a very successful year and we put the school motto "Deeds not Words" into action.

P & F President



### 1.3 Message from the Student Body

2011 was another full and exciting year. It began with our Year 6 students taking on leadership roles and along with Year 4, becoming buddies and friends with the new Kindy children. These leadership roles gave them a real sense of what it meant to be a leader, show maturity and be responsible through their actions. Our buddy system was great for everyone.

As a Catholic community, we have participated in many Masses and liturgical celebrations including those special days for the ANZACs, Mothers and Fathers, Remembrance and St Philip Neri. With the help of our parents and teachers, our Sacramental Program has been a huge success with many students making their first Reconciliation and First Eucharist this year.

The opening of our new Learning Centre will be remembered as a day of great celebration. Despite the rain, our community came together for the formal blessing and opening of the spectacular building. As our School Captains said: 'The new learning area enables us to continue to stretch our thinking, expand our love of learning, not only through reading and researching, but also to have engaging conversations and experiences across all Key Learning Areas.'

Our SRC leaders were responsible for organising our fundraising days. These included events such as 'Treat Days', '20c Lines' and 'Jellybean Guessing Competitions'. Our newest idea was the 'Nude Food Day'. All money raised went to our sister school in Goodooga. These are a fun way to make a difference and help support others.

As every year, we have had many exciting learning opportunities. Some of the outstanding ones include these: Every student participated in the school's public speaking program. We loved it! And our audience loved it! Two of our Year 6 students proudly represented our school at the Cluster Finals. Maths Olympiad challenged our thinking and our great results showed how much we enjoyed it. 'Healthy Harold' returned and we learnt how to make healthy decisions through the Life Ed program.

'Book Week' was another fun event. Imagine a whole week celebrating books! The highlights were dressing up and meeting Duncan Ball, who was very funny and even the teachers laughed as he read from his books. Who will ever forget the Book Parade with our creative flair on full view for all to see?

Stage 3 presented the outstanding 'Night of the Notables' for an impressed audience. Students learnt a massive amount not only from their own notables, but also from others' notables. Debating with other students from Catholic schools was an exciting challenge for Stage 3. What a way to apply our skills and have fun! The trip to Canberra was another highlight, when students could learn in context.

We love sport at St Philip Neri and again this year, we tried to incorporate as many physical activities as possible into the school calendar. 'Marty Sport' was a regular highlight followed by gymnastics for one term. Sports Carnivals bring out the best in us and we loved participating in athletics, swimming, soccer, netball, tennis, cricket, rugby, basketball and 'Surf Ed'. Added to this were the countless hours of choreography in preparation for our Christmas Concert. 'Colour It In', saw every class present a dance of a different colour. The teachers enjoyed it as much as the students....and the audience! We can all say with 100% confidence that the 2011 Christmas Concert was the best yet.

We extend our gratitude to our Principal, teachers, staff and parents for their ongoing support of all of us and all that we do here at St Philip Neri. What a year! What a future!



## 2. School Profile

St Philip Neri Catholic School is a single stream primary school for boys and girls located in Sydney's lower North Shore in the suburb of Northbridge. It is the most southern school in the Diocese of Broken Bay. The majority of students reside within the local parishes of Northbridge and Naremburn.

In recent years enrolment growth has stabilised. There is a great demand for places in our classes from Kindergarten to Year 4. Some children leave at the end of Year 4 to attend private Catholic schools. This year we have welcomed our "bubble class" concept whereby we have had two kindergartens. This has been a great success and these children have transitioned into school exceptionally well. They are now looking to bubbling through as two Year One classes. Due to the insufficient enrolments for Year 5 and 6 for 2011 we formed a "Stage 3" class or what is better known as a composite 5/6 class. This class has been very successful and are ready to enter their second year in the cycle as a Stage 3 class.

The school has a fine reputation in the wider community. We offer students a rich, relevant and varied curriculum, a dedicated staff, a nurturing environment and an authentic Catholic community that is striving to live out its school motto: "Loving in Deeds, Not Just in Words". We aim to provide the best education for our students via the processes of shared understanding, consistency, clarity and professional learning.

### 2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
101	109	18	0	210

\*Language background other than English

### 2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)† which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

†Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

### 2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- c) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- d) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- e) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
  - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
  - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.



a	b	c	Total
13	0	0	13

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

## 2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2011 was 98%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

## 2.5 Teacher Satisfaction

In a recent survey teachers were asked to convey their satisfaction of teaching at St Philip Neri Catholic Primary School. The findings were as follows:

### Discipleship

- Cohesiveness between all members of the Catholic community brought about by shared values and characterised by:
  - Positive staff relationships
  - Commitment to building School /Parish partnership
  - Supportive community
- Culture of collaboration and commitment to the school mission and purpose characterised by:
  - Strong leadership
  - Positive encouragement
  - Pride in our work
  - Sharing of wisdom and experience
  - Generosity
  - Whole school commitment
  - Shared belief in the innate dignity of the individual
  - Opportunities for faith formation
  - Commitment to faith tradition
  - Integration of faith and life
  - Collaborative and flexible approach to building resilience and leadership capabilities of individuals through promoting positivity, celebrating success and implementing whole school initiatives

### Strong Learning Culture characterised by:

- High expectations
- Enthusiasm for learning
- Celebration of hard work and commitment
- focused and ongoing professional learning
- sharing of expertise and wisdom



- Students view themselves as successful learners
- Target setting
- Safe learning environment
- Encouraging & supportive learning environment
- Competitive
- Success is encouraged
- Strong parental support
- Targeted professional learning opportunities for staff
- Staff commitment, collaboration and motivation
- Collaboration and open accessible communication
- Community commitment and responsibility
- Professional learning support
- Critical reflection
- Targeted professional learning for staff and parents
- Strategic approach to planning and resourcing
- Whole school commitment and consistent message and approach
- Flexibility
- Appropriate and adequate resourcing
- Effective pedagogical practices K-6
- Future focused- exit outcomes
- Targeted professional learning for staff and parents
- Strategic approach to planning and resourcing (including technology)
- Implementation of growth points framework
- Greater focus on the individual learner
- Analysis of assessment data to inform teaching
- Application of research based framework (LTLL)
- Whole school approach to teaching and learning in Mathematics and Literacy has improved student performance
- Commitment to engaging and challenging all students in their learning
- Authentic assessment and use of data.

## **Resources**

### **Physical Resources**

- Excellent learning resources  
*Learning centre, classroom set-up, high socio-economic background*

### **Technical Resources**

- Current technology



### Human Resources

- Curriculum knowledge
- Professionalism of staff
- Strong parental support
- The structure of St Philip Neri's Curriculum which places emphasis on promoting leadership which contributes to building leadership qualities in **all** students.
- In conclusion one could say there is a high level of teacher satisfaction at St Philip Neri Catholic Primary School.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	95%
1	93%
2	95%
3	93%
4	95%
5	99%
6	96%

The average student attendance rate for 2010 was 95%.

**Management of 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 Education Act 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 Catholic Schools Office and the relevant Department of Education and Training 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 Catholic Schools Office monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

## 2.7 Student Satisfaction

We implemented a survey to ascertain the level of satisfaction of students K-6. Their satisfaction level was extremely encouraging and included the following:

- Working in a variety of ways – independently, groups, pairs
- Changing work groups regularly
- Being able to achieve
- Challenges with which that they are presented
- Learning new things
- Working interactively
- Prayer life and Religious Education
- Being provided with the opportunity to be involved in creative tasks such as art, performing in musicals and dancing
- The curriculum that is taught at SPN particularly the Maths, Art, HSIE, English, Sport, Music and Science..... *one could say all Key Learning Areas!*
- Being able to make choices and decisions about my own learning
- Socialising while having fun with learning
- The opportunities provided for researching, experimenting and extending my knowledge
- Technology
- The Buddy System
- Come On Kids Program
- DEAR Program
- Athletics
- Our School Library and Learning Centre.

The students clearly articulated their high level of satisfaction with St Philip Neri Catholic School.



### 3. Catholic Life and Mission

#### 3.1 Catholic Heritage

St Philip Neri Catholic School was opened in 1925 by the Sisters of St Joseph and until 1983 was known as St Ciaran's. The name was then changed to St Philip Neri to be the same as the parish church. The school and parish are named after St Philip Neri, an Italian saint, who lived from 1515-1595. He is generally remembered as a humanist who was fond of holding informal prayer meetings and instructional gatherings. St Philip Neri was the founder of the Congregation of the Oratory, a society of priests that greatly aided the reform of the Church, and still exists today. He was generally known and loved as the Apostle of Rome.

The School Mission Statement acknowledges our community as a community of disciples of Jesus, working in partnership with the parents and parish and being inspired by our School Motto. The school is committed to educating and forming children in the faith and offering them an experience of following Jesus by celebrating and living out what it means to be Catholic.

#### 3.2 Religious Life of the School

This year the students in Year 6 participated in the Year 6 Religious Education Test. We were extremely pleased with the results which consisted of 3 High Distinctions, 7 Credits and 1 Participation award.

Celebration of prayer and liturgy is integral to daily life at the school. Classroom prayer is a daily ritual and teachers provide the children with a variety of prayer experiences. Parents are on occasion invited to attend prayer celebrations in the classroom. The school prayer is prayed at whole school gatherings. The school day concludes with a whole school prayer.

As a community we have the opportunity to celebrate through Mass and Liturgy. The Parish Priest works with staff in the preparation of masses.

The school year commenced with a Mass that was followed by the presentation of badges to the school leaders.

The children were also involved in masses for Ash Wednesday, St Philip Neri Day, Grandparents' Day, St Vincent de Paul Appeal and Thanksgiving for the School Year. Each Monday a class attends the Parish Mass.

Through Liturgy we celebrated Holy Week, Easter, Mary MacKillop, Mission Week, Advent and Graduation. We also held a farewell liturgy for our Parish Priest.

Mary MacKillop was remembered this year on the anniversary of her death, August 8 with a school liturgy.

St Philip Neri's feast day was celebrated late this year as Stage 3 was away on camp. The day involved a mass and a whole school picnic celebration followed.

Resources have been increased to support the modules that are being taught in each grade. Religious Education work samples are included in student portfolios and are based on the outcomes in the modules. Children have an opportunity to attend a weekly parish mass once a term. Each class has the opportunity to prepare a focus mass once a year. This focus mass involves the school, parish and local communities. Families are also a feature in the mass as it occurs at the Sunday Liturgy. Our two Kindergarten classes joined together for a very special focus mass at St Leonard's Church Naremburn.

Staff took turns organising staff prayer on a rotational basis. The Assistant Principal attended the Assistant Principals' Spirituality Conference, the Religious Education Co-ordinator and the Principal attended various Bishop/Clergy/Principal days as well as the Principals' Conference.



The Principal and Religious Education Coordinator convey to parents various aspects of Catholic Life and Mission through the weekly newsletter. Parents are always welcomed at masses, liturgies and classroom prayer celebrations. This year, mothers joined us for a liturgy to celebrate Mother's Day and the children welcomed their fathers at a Father's Day breakfast. Our Kindergarten parents are responsible for organising and conducting Children's liturgy at the Parish Sunday Mass.

The school works closely with the Parish Priest. There is a strong relationship between the school and all parish staff. The parish and school often share resources.

The school supports the sacramental programs and is involved in the preparation of the Liturgy for each sacrament. This year 32 children from the school were enrolled in the Confirmation Program, 30 in the First Holy Communion Program and 30 in the Reconciliation Program.

Three parent co-ordinators organised the programs and liaised with the school and parish.

Parent co-ordinators facilitated the program by organising parent leaders for sacramental groups, liaising between Parish, school and parents and organising the logistics for the actual Sacrament celebrations.

During the year each class was responsible for a Sunday liturgy and class teachers and parents were involved in the preparation. The Parish Priest spent time with the class prior to the mass and together they discussed the readings and prayers for the liturgy.

The school has been supportive of parish programs. At Christmas and as an integral part of the school's Advent program we worked with the St Vincent de Paul members to provide gifts for the Waterloo community.

Diocesan celebrations are attended by the school community and this year our Student Representative Council members attended the Mission Mass. All teachers attended the Diocesan Schools Staff Mass. Our Year 6 students attended the Cluster Mass at the Cathedral at Our Lady of the Rosary, Waitara.

The Principal and Religious Education Coordinator attended Ministry for Teachers 11 course and they convey to parents various aspects of Catholic Life and Mission through the weekly newsletter. Parents and parish community are always welcomed at masses, liturgies and classroom prayer celebrations. Our Kindergarten parents are responsible for organising and conducting Children's liturgy at the Parish Sunday Mass. This year the mothers have continued on with last year's initiative of a meditation group for mothers. The group meets every Tuesday evening and it is facilitated by Christian Meditation NSW Chapter.

Students from our school community were involved in a Christmas Ecumenical Christmas Carol celebration at Northbridge Oval.

### 3.3 Catholic Worldview

As a Catholic school we are committed to developing our children to contribute positively to the wider community. In all aspects of school life we seek to present to children the Catholic Worldview. Within the school, the local community and the wider world community, students are made aware of the need for justice. This is an essential part of our faith development.

Through the Social Justice Program children are given opportunities to respond to social justice issues throughout the community. In 2011 we have supported local and world communities. Since 2010 our Social Justice Program with the assistance of St Vincent De Paul, has made a commitment to continue their support for Goodooga Central School. The population in Goodooga is largely indigenous and assistance is required to fund reading and cultural projects. Our partnership with Goodooga Central School has strengthened throughout 2011. The St Philip Neri School's P&F has also contributed to this project. They have provided funds raised from the selling of their cookbook,



Homemade. They are also planning to donate the children's old playground equipment which they will transport to and assemble on the site of Goodooga Central School.

Support has primarily been monetary at this stage with funds raised from all class treat days going towards expanding the cultural garden at the school. The garden will be a place to grow bush tucker, a meeting place for elders and an outside learning area. We have also assisted the school to build up their reading resources.

Children from various classes at St Philip Neri have been writing to the children at Goodooga Central School. Kindergarten has even written a book which explains life at St Philip Neri which they have sent to Goodooga.

The students from St Philip Neri are currently working with Catholic Schools Office ICLT team to develop a relationship via Skype with the students of Goodooga. The children of St Philip Neri Catholic School are committed to their sister school in Goodooga and are constantly investigating ways of supporting them through our Social Justice Program. This year our senior Student Representative Council members addressed a P&F meeting explaining their work with Goodooga Central School and asked for their continued assistance in supporting this worthwhile project so as they can make a difference in the lives of these children at Goodooga.

Our commitment to Caritas continued throughout 2011 with Project Compassion support and proceeds from our 20c lines. Also one treat day was dedicated to raising funds for Catholic Mission in Peru to support women in poverty.

Our Christmas appeal involves supporting St Vincent De Paul in supplying Christmas foods for hampers and children's Christmas presents.

### **3.4 Professional Learning in Catholic Life and Mission**

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.

One of our teachers is continuing in the Graduate Certificate in Arts Theology.

In November, the Religious Co-ordinator and Year Three teacher attended the REC Day where they attended various workshops. Liturgical Dance, Social Justice (Caritas) and Christian Meditation were amongst the workshops attended. The new Missal settings have been implemented since November 2011.

In 2011, the REC and the Principal attended Ministry of Teaching 2.

The REC has commenced her studies in the Masters of RE.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

### 4.2 School Implementation of Diocesan Policy

In fulfilling the school's mission to provide children with an experience of being part of a community of Catholic disciples of Jesus, the school has maintained and reviewed a number of programs within the school in 2008.

St Philip Neri Catholic Primary School has a Pastoral Care and Behaviour Management Policy that is derived from Diocesan policies. The full text of this policy can be found at:

<http://www.dbb.org.au/schools/stphilipneri/> The staff continue to follow and implement the procedures from this policy to manage behaviour in the playground and classroom. Both policies seek to ensure that all members of our community, whilst at the school, experience a safe, happy and secure environment.

### 4.3 Pastoral Care of Families

The deeply committed and authentic relationships that underpin our community are a defining feature of St Philip Neri Catholic School. The school provides opportunities to nurture and grow relationships both formally and informally within the life of the school.

All classes have two class parents who provide a network of contact and support for all families. They also act as a point of liaison with the school in times of crisis or particular family need. The North Shore Cluster School Counsellor has worked closely with a number of children and their families.

The School Counsellor has continued to be an invaluable resource person who is able to provide initial diagnosis, ongoing counselling support or referral to an appropriate agency, if necessary.

### 4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

### 4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



## 5. Excellence in Teaching and Learning

### 5.1 Quality Teaching and Learning

St Philip Neri Catholic Primary School is committed to "providing quality education that strives to meet the needs of every child." The curriculum is underpinned by Catholic values and the school's Mission Statement. The school endeavours to articulate a Catholic Worldview by expressing values as a Catholic perspective statement within each of our curriculum policies.

The mandatory requirements of the Diocese and the Board of Studies were adhered to. Classroom teachers followed the Board of Studies syllabus for each of the six Key Learning Areas: English; Mathematics; Science and Technology; Human Society and its Environment (HSIE); Personal Development, Health and Physical Education, and Creative Arts. The Diocesan curriculum was followed for Religious Education.

The K-6 curriculum is well organised and timetabled efficiently to accommodate maximum learning time.

The Special Needs program, conducted by the Learning Support Teacher and Assistant, aims to address the specific needs of students who present with learning challenges.

The school's Beliefs About Learning statement informs school pedagogy and forms the basis of the instructional decisions made by teachers. The statement nuances and deepens shared understandings of how children learn. As a school community we have identified our Principles of Learning. In achieving this we recognise St Philip Neri Catholic Primary School's Principles of Learning as the *values that promote the Gospel Values, community which encourages transformative learning and learners, environment which is highly engaging and well resourced and quality authentic practice that underpin our educational philosophy.*

The school's assessment policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate his/her strengths and achievements in all areas of the school curriculum. This information on student achievement sets the direction for ongoing teaching and learning.

The reporting procedures include written reports (mid-year and end-of-year), portfolios and parent/teacher interviews. The school community's main priority is to ensure that a quality teaching Catholic environment exists to meet the needs of each child. We also aim to provide the best education for our students via the processes of shared understanding, consistency, clarity and professional learning. We hope to create an educational community where children experience transformative learning based on shared values and ethical teaching and learning.

Information, Communication and Learning Technologies (ICLT) have once again been an ongoing key focus for St Philip Neri Catholic School during 2011. In the school's Strategic Plan 2008-2012, there has been a commitment to making technology integral to teaching and learning. The Catholic Schools Office's architecture initiative was actively supported with attendance at ICLT facilitators meetings and input from the ICLT co-ordinator at staff meetings. Teachers have continued their attendance at various professional learning sessions to assist them to use their interactive whiteboards effectively in their classrooms. Teachers are using these interactive whiteboards as an effective tool to promote optimum learning. We are constantly upgrading the school's ICLT hardware and software to ensure that there are adequate ICLT resources for all classes Kindergarten to Year 6. We are continuing with our vision of ICLT as an integral part of children's teaching and learning. Our newly built Learning Centre is pivotal in expanding this vision. We have also been actively investigating the use of Ipads across the curriculum.

Our ongoing implementation of the Quality Teaching Framework allowed us to address students' specific needs by improving their learning outcomes through continuing to enhance intellectual quality. The teachers continued implementing the William's Cognitive Interaction Curriculum Model



so as to elicit higher order thinking skills in a mixed ability classroom. An increased number of higher-order thinking skills have also been implemented. Through continued implementation of the Slosson Intelligence Test and various other external assessments we have identified children's individual talents across a variety of Key Learning Areas including Mathematics, English, Science and HSIE and have provided special interest groups.

Rather than have a specialist learning enrichment teacher the teachers have continued to take on this role in their own classrooms. Teachers have worked with stage partners and support teachers to assist them in providing their students with a differentiated curriculum across all Key Learning Areas throughout their teaching day. The feedback once again has been extremely positive as it is an integral component of quality pedagogical practices rather than a process in isolation.

Identified students from Stage 2 and Stage 3 came together to extend their thinking and learning using the Inquiry Model. The students were identified by a range of tests and teacher identification.

In Term 2, Stage 2/3 students identified an area of learning about which they felt passionate and wanted to pursue at a deeper and more complex level. Each student constructed a complex question to answer. The setting of a learning goal and forming an action plan helped students complete their inquiry and then each student shared their learning with their peers. This program was a positive precursor to their class' 'Night of the Notables' program. In Term 3 Stage 2 students, too, followed the learning process above, but as an extension of their HSIE unit for the Term.

All students were challenged to manage their time, problem solve, pose questions, build on others' ideas, think deeply and to reflect on their inquiry. The intention of this learning program was to extend the students but also to offer the inquiry model so that they could independently use it again in future learning.

As part of the School Review Process, all students in the extension program chose to gather to reflect on their learning and to offer feedback on its strengths and weaknesses and to make suggestions for future learning programs. Students were articulate in their explanations of what they had learnt, what they had learnt about themselves as a learner and how they might use this learning in the future.

We at St Philip Neri are committed to engaging and challenging all students in their learning. Our curriculum design is based on a variety of authentic assessment strategies, data from which informs pedagogical practice. This is reflected in learning gains in both Literacy and Numeracy. A whole school approach to differentiation as evidenced in Mathematics and HSIE ensures a greater focus on the individual learner. An emphasis on effective feedback supports reflective practice and informs future learning success.

School improvement at St Philip Neri during 2011 has been a result of the following:

- Dedicated Numeracy and Literacy blocks, shared understanding of Numeracy and Literacy block components and Numeracy and Literacy plans regularly reviewed and updated
- Annual target setting
- Assessment practices- clinical interviews, quality feedback (peer/written/oral/reflective practice), range (written/digital photography/work samples/observation)
- Differentiated tasks and differentiated assessment
- Open ended tasks
- Appropriate resourcing (eg. large class support, learning support, technology, learning centre)
- Cross stage learning groups
- Teaching Programs



- Scope and sequence
- Documentation of meetings with Learning Support and Parents.
- Program/initiatives

Maths Olympiad	Come on Kids
Thursday group Literacy	Musicals
Bay Music	Public speaking
Debating circles	Representative sport
Night of the Notables	UNSW exams
Learning support	Language programs (Italian, French, Chinese)
IPs	Multi Lit Program
Chess	Enrichment group
Fine Motor Group	Choir

We aim to continue this journey by implementing the following:

- Empowering students as learners by further developing higher order thinking strategies.
- More effective use of current technology to educate parents (through showcasing children's work, engaging students in educating their parents).
- Realising and maximising the potential of the learning space so it becomes an integral part of learning.
- Continuing to deepen teachers' understanding of learning needs of all students so that the transition between stages across the school will become a more effective and seamless process.

At St Philip Neri Catholic School we address Leading Learning, Professional Learning Culture and Quality Teaching by having a shared understanding of learning principles informed by current research which has led to effective pedagogical practices K – 6 and on-going transformation of all stakeholders in the community. Quality teaching and learning underpins our educational philosophy. The school benefits from working within a conceptual framework that brings together values, beliefs, shared leadership and authentic learning.

This occurs due to:

- Shared staff understanding of learning principles informed by research and best practice
- Embedded technology and resources
- New learning environment (new building) is integral to learning
- Learning gains in literacy and numeracy (average growth?)
- Whole school numeracy strategy
- Conceptual framework implemented across KLA's
- Maths (open ended tasks)
- HSIE (William's Model)
- Science (Primary Connections)
- Spelling and Writing
- RE (new modules)



- Professional learning (LTLL)
- Scope and sequences
- Professional dialogue
- Staff and stage meetings

Our future plans are to further:

- educate and involve parents in their child's learning.
- enhance the engagement of staff in collaborative professional dialogue, stage discussion and critical reflection to refine programs.
- explore the potential of technology to support and enhance learning for all.
- realise and maximise the potential of the learning space and use it as an integral part of learning.
- the staff's understanding of learning needs of all students to ensure smooth transition from 'Early Learning' through to 'Stage 4'.

During St Philip Neri's undertaking of the School Review Process this year the panel reviewed the evidence and validated the following strengths and achievements in the area of the school's learning and teaching:

- Effective pedagogical practices K-6
- Improved use of assessment data to inform teaching and learning in literacy and numeracy
- High standard achievement as measured through Naplan
- Differentiation of the curriculum so as to cater to individual students' needs
- Establishing open-ended tasks
- Whole school approach to teaching and learning in Mathematics
- Large class size support especially for literacy and numeracy
- Enrichment opportunities
- Positive support and involvement of parents in the children's learning
- Proactive leadership focused on teaching and learning, school improvement and renewal
- Engaged, interested and happy students

## 5.2 Student Achievement

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are "at proficiency".
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are



performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.

- 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.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART2), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.
- In the 2011 cohort, there were 30 students in Year 3 and 4 students in Year 5.

Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).



**Band Distributions (%) – Year 3**

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
<b>Reading</b>	State	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	0.0	0.0	3.3	6.7	36.7	53.3	100
<b>Writing</b>	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	0.0	0.0	3.3	73.3	23.3	100
<b>Spelling</b>	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	0.0	0.0	0.0	20.0	40.0	40.0	100
<b>Gr. &amp; Punct.</b>	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	0.0	0.0	23.3	23.3	53.3	100
<b>Numeracy</b>	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	0.0	0.0	13.3	26.7	10.0	50.0	100

It was very pleasing to note that the percentage of students achieving at Band 6 (and at Bands 5 and 6 combined) were at national figures or higher in every test area. It was also pleasing to see that the percentage of students in the lower bands was much lower than national figures. The NAPLAN results at Year 3 indicate that current teaching programs and intervention strategies are working effectively to support student skills and knowledge across all facets of Literacy and Numeracy. These approaches will be continued in 2012 with the expectation that students will continue to extend and develop their skills in these critical areas. Prior to NAPLAN there was an identified weakness in Numeracy across this cohort. Explicit intervention strategies were implemented and evidence of improvement is articulated in the children's results.

**Band Distributions (%) – Year 5**

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
<b>Reading</b>	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	0.0	0.0	0.0	25.0	0.0	75.0	100
<b>Writing</b>	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	0.0	0.0	25.0	50.0	0.0	25.0	100
<b>Spelling</b>	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	0.0	0.0	0.0	0.0	0.0	100.0	100
<b>Gr. &amp; Punct.</b>	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	0.0	0.0	0.0	25.0	0.0	75.0	100
<b>Numeracy</b>	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	0.0	0.0	0.0	25.0	0.0	75.0	100

When viewing Year 5's results in NAPLAN Testing in 2011 we must note that our cohort only consisted of four students. One could say our results are not a true indication of our progress however it does provide data for four male students.



It was also pleasing that in all areas of testing, all students achieved at or above the national minimum indicating again that intervention and within-class support for students at risk is effective. Band distributions in reading continue to reflect relative strengths in this area, and provide support for continuing the current teaching programs. It is recognised that specific skills development has contributed to extending students in the higher bands and this needs to continue. Spelling was an area identified for intervention and the results are extremely pleasing. In 2012 we will focus on all areas of Literacy particularly Writing where we give attention to explicit criteria in teaching spelling and grammatical features particularly in regards to Persuasive Texts. Close attention to the standards typically expected at the higher levels will still be a priority in 2012, and explicit teaching of the necessary skills will be an emphasis. The Numeracy results were particularly pleasing considering the explicit teaching and intervention that has taken place has been sustained. This is embedded in our practice to ensure further growth and development. We will also continue to review and refine expected standards and ways of teaching Mathematics in upper primary in order to enable more students to achieve at the higher levels and carry on the growth in transition to Stage 4. This review will be ongoing throughout 2012.

### **External Competitions 2011**

Twenty-seven primary students elected to participate in the Australasian Schools English Competition. They received six Distinctions and nine Credits.

Twenty-four students from Years 3 to 6 participated in the Australasian Schools Writing Competition. The children demonstrated a high level of writing skills. They received one High Distinction, seven Distinctions and eight Credits.

Twenty eight students participated in the Australasian Schools Spelling Assessment. They received one High Distinction, one Distinction and eleven Credits.

Thirty four primary students elected to participate in the Australasian Schools Mathematics Competition. They received nine Distinctions and seventeen Credits.

Thirty primary students elected to participate in the Australasian Schools Computer Competition. They received one High Distinction, nine Distinctions and thirteen Credits.

Twenty-nine primary students elected to participate in the Australasian Schools Science Competition. They received seven Distinctions and nine Credits.

The results of the National Assessment Program - Literacy and school-based assessments across all classes in the school indicate that the Literacy program is highly effective in meeting each student's individual needs and encouraging them to reach their full potential.

The teachers and the Learning Support team continue to monitor the progress of individual students and respond appropriately by offering support and providing a wide range of appropriate resources and programs.

The excellent results reflect the outstanding teaching that the children receive, not only in the years they sit for the NAPLAN tests but throughout all the years of schooling at St Philip Neri Catholic School. This year our targeted interventions which had an identified focus in the areas in Spelling and Writing have increased student outcomes. We worked with Literacy consultants on developing our skills on explicit Spelling and Writing pedagogical practices. We held a whole school Spelling Bee K-6 which proved highly beneficial in promoting the implementation of effective Spelling strategies.



## Maths Olympiad

Talented mathematicians in the primary classes are offered the opportunity to participate in extension activities with an emphasis on problem solving. Each year a team of upper primary students enter the Australian Primary Schools Mathematical Olympiads. This year we entered a team of thirty students from Years 4-6 in the Australasian Problem Solving Mathematical Olympiad Competition. The children are to be congratulated on their excellent problem solving skills.

This competition comprised of five competitions throughout the year where the children were involved in rigorous problem solving activities. This competition is implemented throughout South-East Asia where over 30,000 students participate. The St Philip Neri team scored in the top 10% of team scores and was named on this year's Honour Roll.

One of our students scored a perfect score of 100%. Another student received a special encouragement award. Twenty of our students scored in the top 10% and 6 students scored in the top 25%. We are so proud of our St Philip Neri students and their outstanding achievements. It has been exciting to see the children develop their problem solving skills and increase their level of proficiency.

## 5.3 Extra Curricula Activities

A specialist music teacher is employed one day a week. All classes have one lesson per week. In addition there were opportunities for children to participate in a school choir. In the choir children enthusiastically demonstrated their talent at concerts for the rest of the school and for their families. In Term 3 our students in Kindergarten performed on the children's television program, Hi-5, in their Song of the Week feature.

Also in Term 3 the students in Stage 3 were involved in a Diocesan Initiative known as the A3 Music Program. This program was for all Stage 3 students across the Diocese.

The program involved the following:

- Each fortnight the St Philip Neri Stage 3 students attended a song dance/movement lesson at the school with the A3 team.
- This culminated in a whole cluster "festival" held on Monday 12<sup>th</sup> September at the new Diocesan Hall at Waitara.

This was an exciting initiative which provided an opportunity for all students to learn a great deal in the area of performing arts. The Director of Catholic Schools, Brother Tony Whelan's objective for the "festival day" at the end of the program was to give all our Stage 3 students a sense that they belong to the North Shore Cluster in the Diocese of Broken Bay. This was an amazing experience and opportunity for our students

In Term 4 all students were involved in the School Christmas Concert called "Colour It In", produced by the school's teachers. The performance was a great success and demonstrated our students' musical and dancing skills.

This year we have continued with BayMusic and it has continued to work extremely well. The children are developing their level of competency in various musical instruments such as the piano, drums, saxophone, clarinet, violin, guitar and flute. The children's confidence and competence has developed so much that they are sitting exams and performing in public.



## **Sport**

The school's Physical Education program catered for a diverse range of interests and abilities. It provided opportunities for skill development and exposure to a variety of sports and competitions. The emphasis in class lessons has been on the development of fundamental motor and gross motor skills, gymnastics, dance, athletics and swimming. In addition, the students attended clinics for soccer, rugby, cricket and Aussie rules.

The school held successful athletics and swimming carnivals. Children from Year 2 onward were able to participate in Diocesan gala days for netball, soccer, basketball, cross country, athletics and swimming. Several elite athletes were chosen to represent Polding at the state level. For our dance component this year the children had special instruction for the choreography for their Christmas Concert. Years 3, 4, 5 and 6 students participated in a Surf Awareness program. The children have thoroughly enjoyed the new facilities at Northbridge Oval for their sporting program.

## **Public Speaking**

In 2011 the whole school public speaking program was continued. Children from each class prepared and presented a speech to an audience of parents and children. The school participated in the Lower North Shore Cluster Public Speaking Competition. Two students were selected to participate in this event.

## **Debating**

In 2011 our Stage 3 students were involved in a Debating Circle with neighbouring schools in the North Shore Cluster. The students had the opportunity to develop their skills in articulating their point of view and rebutting their case.

## **Chess**

In 2011 children from Years K-6 had the opportunity to participate in the School Chess Coaching Classes operated by The Sydney Academy of Chess. This was highly successful as we had a Junior and a Senior class of 25 participants each. The children were very enthusiastic about developing their chess strategies and skills. Classes were held from 7.45- 8.45am on a Friday morning. It was astounding to witness the children's interest never waned.

## **Languages**

In 2011 children also had the opportunity to study a foreign language. The languages on offer were Italian, French or Chinese. The children enjoyed learning these languages with their native speaking teachers.

## **5.4 Professional Learning**

The teachers and support staff are committed to personal and professional development. Most of this occurs out of school hours during staff meetings, inservice courses, university courses and professional conferences.

At a Diocesan level staff attended a variety of courses in 2011 including:

- CPR course, specific Occupational Health and Safety training, various technology-related professional learning opportunities.
- School-based professional learning utilised outside expertise, including Literacy, Numeracy and differentiated education consultants and personnel from the Catholic Schools Office.



Other courses attended by staff included:

First Aid, Anaphylaxis, OHS, Special Needs and Autism Workshops conducted by external education consultants focused on contemporary educational pedagogy.

Staff development days focused on School Review, Development and Strategic Planning as well as Leading Learning sessions led by educators from The University of Auckland, New Zealand.



## 6. Strategic Initiatives

### 6.1 2011 Priorities and Achievements

The Annual Plan for 2011 was developed from the School Strategic Plan 2008- 2012. The Annual Plan was presented to the school community at a P&F meeting. Key school initiatives for 2011 are outlined in four strategic areas in the Annual Plan. This year we continued to implement our Strategic Plan. Detailed below are the achievements so far:

- Analysed NAPLAN results and designed strategies and implemented them in order to improve student outcomes.
- Measured value added and organised programs to assist students whose growth is not marked.
- Implemented clinical interviews in mathematics for all students Kindergarten to Year 1 as well as students at risk in Years 2-6. We also conducted clinical interviews for new students and plotted their progress on the Growth Points Framework.
- We continued to monitor and track their progress by implementing our whole school tracking device.
- Consolidated our model for our Large Class Support Teachers.
- Continued with implementation of cross-stage tutoring groups in the areas of Literacy and Numeracy in Early Stage 1 and Stage 1.
- Implemented cross-stage problem solving groups.
- Implemented effective numeracy blocks.
- Implemented new Primary Connections Science Units Kindergarten to Year 6.
- Embedded interactive whiteboards effectively in classroom practice.
- Continued with implementation of Restorative Justice Program throughout the school.
- Increased student outcomes in all Key Learning Areas and increased learning growth for all students.
- Established and settled two Kindergarten classes for 2011, as well as managed their impact on the school community.
- Continued with a focus on best practice in teaching of all Key Learning Areas. The conceptual framework used to lead our LTLL project during 2008-2009 guided our professional development around pedagogical practices in 2011 with Literacy as the focus.
- Literacy-driven staff meetings and professional dialogue were the centre of curriculum development.
- Our very successful buddy system that operates in the school was expanded. It was arranged so as to cater for the inception of our "bubble class" in Kindergarten. We continued to work closely with our SRC, Restorative Justice leaders and the rest of the community to successfully supplement the buddy system.
- ICLT continued to be a priority area. The school continued to upgrade and expand hardware and infrastructure. The continued support of the P&F in fundraising facilitated this upgrade. The ongoing deployment of new technology continued to challenge educators to examine pedagogy and beliefs about learning.
- We continued to develop our Gifted Policy. This was in response to an identified need to document and ensure consistency of approach and intent in addressing the needs of the gifted.



- Successfully implemented a “Middle Schooling” approach to our Stage 3 class which focussed on such aspects as the relevance, pedagogy, competence, ethics and awareness involved in educating the early adolescent learner.
- Underwent the School Review Process which provided a very positive report.

## 6.2 2012 Priorities and Challenges

During 2012, the school will continue with a focus on best practice in teaching of all Key Learning Areas. Our new Strategic Management Plan will be developed, communicated to the school community and implemented. We will take forward the recommendations of our School Review Panel. The LTLL conceptual framework is embedded in our practice and will continue to guide our professional development around pedagogical practices in 2012 with our focus being Literacy and Mathematics. We will investigate ways to maximise the children’s growth in Reading. St Philip Neri will also participate in the Extending Mathematical Understanding Program run by the Catholic Schools Office in collaboration with Australia Catholic University (ACU) to deepen their knowledge in effective Mathematics teaching and increasing learning gains so as to promote the highest level of attainment for each child. Mathematics and Literacy-driven staff meetings and professional dialogue will be at the centre of curriculum development. St Philip Neri is also a successful recipient of the Federal Government’s Becoming Asia-Literate Grant. This funding will enable us to embed Asian Studies across the curriculum to increase student learning outcomes. It will also provide diverse opportunities to collaboratively communicate cross-culturally to connect Key Learning Areas and implement sustainable high quality teaching learning programs that extend beyond the school community and reach out to Asia.

Our buddy system will continue to be expanded to accommodate the second year of our “Bubble Class”. We will continue to work closely with our SRC, our Restorative Justice leaders and the rest of the community to supplement the buddy system.

During the 2012 school year, ICLT will continue to be a priority area. The school will continue to upgrade and expand hardware and infrastructure. The continued support of the P&F in fundraising will facilitate this upgrade. The ongoing deployment of new technology challenges educators to examine pedagogy and beliefs about learning. They will be supported with the effective use of ICLT in their teaching and learning and with their continued effective use of interactive whiteboards.

The school will continue to develop its Gifted Policy. This is in response to an identified need to document and ensure consistency of approach and intent in addressing the needs of the gifted.

2012 will be an exciting year as we enter a new educational year full of new direction guided by a new Strategic Management Plan and a newly appointed Director of Schools for the Broken Bay Diocese.



## 7. Parent Participation

### 7.1 Introduction

There is a strong sense of community at St Philip Neri and parents are actively involved in all aspects of school life. Parents value education and are interested in all that pertains to their child's learning. The P&F represents all families and friends of students at the school. The P&F is very active and involved in raising funds for the benefit of students, enhancing the profile of the school and strengthening ties within the school community. It is a very strong and active organisation and is an integral part of this school.

The P&F meets once each term with the Executive meeting an additional four times. There is an annual election of office bearers to the Executive Committee. Their role is to facilitate, coordinate and organise activities within the Association.

In 2011 there was one major fundraiser: a Dinner Dance (in May) entitled "Jungle Fever" co-ordinated by Year 2. The parents decided to raise funds from proceeds of the Dinner Dance for the purchase and installation of new playground equipment for the children. The equipment was greatly appreciated by the children! The parents also continued raising funds for our joint Social Justice Project to support Goodooga Central School. The money raised was used to fund a market garden and indigenous outdoor learning centre in Goodooga.

The P&F Executive Committee also organised and catered for the Tears and Tissues for Kindergarten parents on the first day of school, the morning tea for Grandparent's Day and the farewell for Year 6 children, parents and friends.

Every class has a group of parents who take on the role of class parents. In 2011 their responsibilities included:

- co-ordinating informal get-togethers for parents and children
- welcoming new families
- helping mothers with new babies or illness in the family
- assisting class teachers in a variety of roles
- assisting the P&F with fundraising efforts and social events.

Specific functions included organising:

- Mothers' Day Afternoon Tea
- Welcome Morning Tea for Kindergarten parents
- End of Year Party
- Welcome Drinks Evening
- Fathers' Day Breakfast
- Afternoon Tea after Confirmation
- Morning Tea after First Communion.

These activities enhanced the spirit of the community and helped to make everyone feel very welcome and involved at the school. The school promotes and encourages the concept of parents supporting the class teacher in optimising the learning opportunities for the children. Teachers value and appreciate the extra support provided by parents. Parents have assisted in the curriculum areas of literacy, numeracy, dance, sport, technology, art and science. In addition they have accompanied classes on excursions and assisted in the library and new learning centre. During the year parents have worked closely with the teacher-librarian shelving and covering library books and take-home reading books.



The Uniform Shop is run by parent volunteers. They manage the shop and organise the ordering, purchasing and stocking of summer, winter, and sports uniforms. Profits from the Uniform Shop are presented to the P&F.

Each class had a Focus Mass during the year at the regular 9am Sunday Mass. Class parents worked with the Religious Education Coordinator and class teacher to co-ordinate the Mass and organise the morning tea that followed.

Parents are always supportive of our sporting events. Many parents assisted at our whole school swimming and athletics carnivals. Parents also helped with the coaching and training of our athletes for gala days and cluster carnivals and were often called upon to take on significant roles at these events.

In 2011 some family members suffered severe illness. The parents of the St Philip Neri community need to be commended for the way in which they reached out and assisted these families by preparing meals, minding children, and collecting and dropping off children to school.

The parents also made a valuable contribution to St Philip Neri's School Review Process.

2011 was another year that we greatly valued our amazing parents and their participation at St Philip Neri! It was another year to give thanks for being blessed with the continued valuable partnership that we have with our parents.

## 7.2 Parent Satisfaction

At the end of 2011, parents of St Philip Neri were once again invited to complete a survey about the school. The following areas were noted as valued by the parent community:

### **Catholic Mission**

- Role of prayer in daily school life
- Church is connected to school
- Parents invited to participate in Masses and Liturgies
- School Motto Deeds Not Words
- Restorative Justice Program
- Family and Class Focus Masses
- The positive delivery of the mission
- Social Justice Project
- Catholic Values taught
- Pastoral care

### **Teaching and Learning**

- Parent Information Nights
- Quality of teaching is very high
- High educational standards
- LOTE offered as an option
- Organisation of school
- Clear, regular communication with parents
- Parents invited into classrooms and observing



- Kindergarten Program is so well structured and visible to parents
- Excellent teachers
- Sound assessment procedures
- Appropriate technology
- Meets needs of individual children
- Curriculum
- Regular access to computers
- Intervention programs
- Availability of teachers
- Monitoring of children's learning
- Reward system
- Support teachers
- Children become independent learners

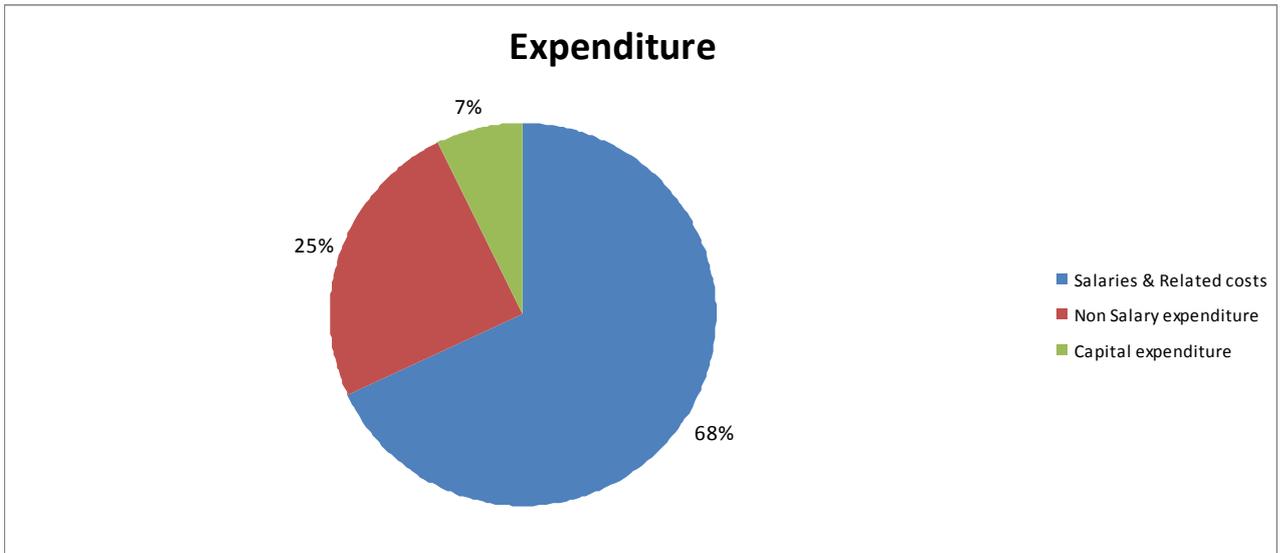
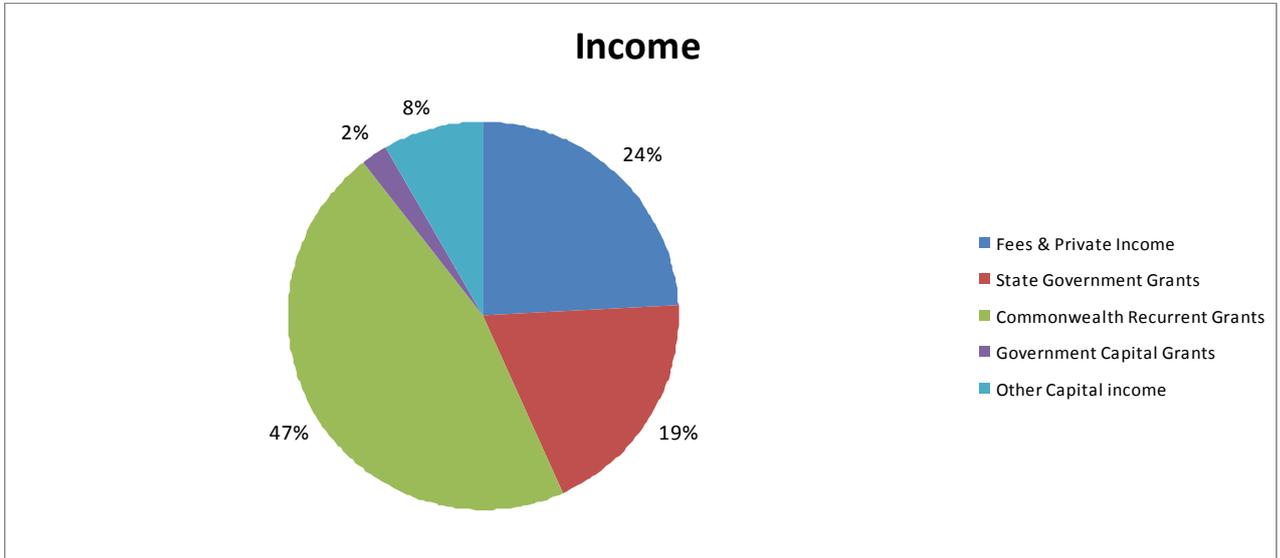
#### **Pastoral Care**

- Reputation of caring/nurturing community
- Inclusive community
- Concern of teachers for our child
- Welcoming procedures
- The fact that it is a privilege for our child to attend SPN
- Perfect environment
- Class parents
- Staff handle conflict, behaviour problems well/ nothing goes unnoticed
- Buddy System
- Assembly Awards
- Safe and secure environment for all children
- Social Justice Program
- Teachers are approachable and know all children
- Confident children
- Peaceful community
- Peer support



## 8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Diann Hynes.