

St Philip Neri Catholic Primary School,
Northbridge

67 Baringa Road, Northbridge 2063

Principal: Ms Suzanne Bevan

Phone: (02) 9958 7136 Fax: (02) 9958 4132

Email: spn@dbb.catholic.edu.au

www.spndbb.catholic.edu.au



ABOUT THIS REPORT

St Philip Neri Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Philip Neri (SPN) Catholic School has achieved many targets in 2016 including the successful implementation of the second stage of our Strategic Management Plan. This will assist us over the next two years with maintaining the tradition of providing a quality teaching and learning Catholic environment that meets the needs of each child whilst working in partnership with all our stakeholders. The school's focus is on school improvement whereby all school community members are encouraged to continue with actively participating in leading learning in the following three domains: Mission; Teaching and Learning and Pastoral Care

SPN has worked collaboratively on the following School Improvement Goals:

- To enhance student relationships and promote action by supporting students to reflect on and apply the 7 challenges outlined in "The Joy of the Gospel";
- To develop student understanding of their preferred learning style and develop strategies and skills to enable them to enhance weaker areas;
- To equip students to deal with challenge, to take risks and to welcome greater responsibility.

This is to ensure our vision is ever evolving and changing in response to our context.

Parent Body Message

In 2016 the P&F team has been able to deliver an outstanding mix of events, activities, programs and services to our school that delivered on our priorities of:

- Becoming a more Contemporary P&F
- Developing our school community,
- Raising money for new signage, EWIS, Robotics, Sports Program and new I pads

These ranged from the Welcome Drinks, Kindy Tear & Tissues, Mother's Day & Grandparents Day Afternoon Tea, St Philip Neri Feast Day, Shrove Tuesday, School Disco and Christmas Party.

Special thanks must be given to the Year 2 families for their amazing efforts in the organising and delivery of this year's Dinner Dance. An extremely successful event that delivered its goals of building our school community and raising funds for the School. We are very thankful to the P&F Executive, Principal, School staff and the many parents who have dedicated their time and effort towards providing a better environment for our children to learn and grow. Our 2016 committee has been in the process of changing the look and feel of our P&F in the hope we can become a stronger and more useful asset to our school. A huge thank you to our president for leading the P&F team over the last 2 years.

Student Body Message

2016 has been a year of personal and academic growth. We participated in a Science Fair,

robotics and coding lessons, 'More than Mindfulness' a program to help us develop resilience, Surf Education and many social justice initiatives. A social justice initiative was continuing our support for Lete Foho.

All learning has been integrated with using Beebots, SPRK's, Robotics WEDO and Mindstorm EV3 lego. This supported our innovative learning of Science and Technology. This involved all students given the opportunity to design their learning tasks based on a specific topic of interest. We were supported by mentors from Mercy College, Sydney University & Businesses.

Mass and liturgy play a significant role in our spiritual development. Throughout the year we celebrated mass as a whole school and community for many reasons such as: Grandparents Day, Mother's day, Easter, Christmas and much more.

Learning at St Philip Neri is always interesting, challenging and most importantly exciting. The teachers at St Philip Neri always ensure that every student is helped and supported on an individual level.

Thank you teachers, parents and community for giving us the best start possible.

Parish Priest's Message

I am writing to you as I complete my first full year as Parish Priest of Lower North Shore with its three communities including SPN. I hope that 2016 has been a good year for your families and that all of the children at SPN have enjoyed their learning opportunities. We farewell our Principal, Sue Bevan, after 10 years in this important leadership position we thank her for her hard work and dedication in leading the community over this time and wish her every blessing for the new joys and challenges as she leaves us to become Principal at Prouille School in Wahroonga parish. SPN has taught many a generation of children in its 90 years of existence since it began at St Ciaran's before it took on the same name as our church back in 1983. Like all Catholic schools it exists to give a good rounded education to equip our children with the building blocks for life as well as grow and explore the richness of our Catholic faith tradition. I thank all our teachers for their dedicated work with our children this past year. I look forward to continuing working with the SPN students and parents through mass, liturgy, class visits.

Yours in Christ Fr. Brian Moloney Parish Priest

SECTION TWO: SCHOOL FEATURES

School Features

St Philip Neri Catholic Primary School Northbridge, is a Catholic systemic co-educational school.

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. The school has maintained its 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. Catholic values and the School's Mission Statement underpin the curriculum. The Special Needs Program addresses specific needs of students who present with learning challenges. Our Beliefs About Learning Statement informs School pedagogy and forms the basis of instructional decisions. It nuances and deepens shared understandings of how children learn. We encourage transformative learning and offer a highly engaging environment and quality authentic practice. The School's Assessment Policy ensures that consistent, meaningful assessment structures are in place to allow each student to demonstrate their strengths and achievements across the curriculum. Student achievement informs ongoing teaching and learning.

Technology is expanding. There is increased use of i-pads. This year we introduced an effective computer science coding program as part of our ICLT curriculum in up-skilling teachers and students. This resulted in introducing and the implementation of Robotics built on the foundations laid in our Coding Program. This year we identified that we were not realising our mission in providing students the opportunity to reach their maximum potential and face the world fearlessly. We needed to develop the students' resilience hence we introduced a More Than Mindfulness (MTM) program to cater for this need. As a result the obvious benefits of practising MTM have been: enhanced capacity to be with pain and joy, increased ability to step out of our thought stream, insight into our self, generated compassion towards our self and others, resilience building. The MTM Program has encouraged students to take risks with their learning and help realise their full potential.

SPN has a very supportive P&F association which raises funds to provide resources. We value parent engagement. The children are exposed to a diverse range of experiences including specialist music teacher, band, sport, gymnastics, surf ed., swimming, public speaking and debating. This year we hosted 25 students from Japan for a very successful cross-cultural exchange.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
95	97	27	192

* Language Background Other than English

In recent years enrolment growth has stabilised. The trend of boys leaving to attend independent schools is starting to change as a majority of the male cohort in Year 4 will remain at St. Philip Neri to complete their education in Years 5 and 6. SPN offers a rich and varied curriculum.

Enrolment Policy

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

Student Attendance Rates

The average student attendance rate for the School in 2016 was 94.38 %. 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
95 %	94 %	95 %	95 %	94 %	95 %	93 %

Managing Student Non-Attendance

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging

- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

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

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

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
15	3	18

* This number includes 9 full-time teachers and 6 part-time teachers.

Teacher Standards

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

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	15
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Australian Curriculum- Science and Technology; Geography and History
Day 2	Well-Being- More Than Mindfulness
Day 3	Faith Formation- Mercy and the Joy of the Gospel

SECTION FIVE: MISSION

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

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

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

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

The 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. 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. The school prayer is prayed at whole school gatherings, including the end of day assembly.

The children were involved in Masses for Ash Wednesday, St Philip Neri Day, Grandparent’s Day, St Vincent de Paul Appeal, All Souls Day and Thanksgiving for the School Year. Each Monday a class attends the Parish Mass. Through Liturgy we celebrated the Liturgical Seasons.

Resources have been increased to support the Religious Education (RE) modules. RE work samples are included in student portfolios and are based on module outcomes. Staff attended a Spirituality Day organised by Mission Services in conjunction with the REC and Principal. The Pope’s encyclical *The Joy of the Gospel* and *Laudato Si* were considered, while *The Year of Mercy* was the main topic of discussion. School Executive convey to parents various aspects of Catholic Life and Mission through the weekly newsletter. 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 through their learning and teaching and is involved in the preparation of the Liturgy for each sacrament. This year 28 children from the school were enrolled in the Confirmation Program and 26 in the First Holy Communion Program

and Reconciliation Program.

This year, Year Six students along with parents and the REC, attended the Mission Mass and the Cluster Mass at the Cathedral at Our Lady of the Rosary, Waitara.

In preparation for Advent and Christmas, students from Years 3- 6 will attend '*Road to Bethlehem* - a liturgical pilgrimage' at St Leo's Catholic College Wahroonga.

The school community supports our sister parish in Lete Foho (East Timor). During the year several fund-raising events such as *treat days*, *Crazy Sock Day*, *Mufti Day*, *Walkathon*, *compilation and sale of the 2016 Christmas CD*, *a design and sale of 2016 Christmas Cards*, were held. Our commitment to Caritas continued throughout 2016 with Project Compassion. Students attended workshops run by Catholic Mission and held a fund raising day to support education in Cambodia.

We also supported the Vinnies Christmas appeal supporting underprivileged people.

Primary Curriculum

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

We continued with the implementation of our current Strategic Management Plan 2015-2017 which incorporates the three domains of Mission, Learning and Teaching and Pastoral Care. SPN continued with Extending Mathematical Understanding (EMU). We continued identifying children who are vulnerable at Mathematics through the Mathematics Assessment Interview (MAI). Teachers continued with their *'fourth phase'* of professional development on developing effective mathematical pedagogical practices. Two more numeracy specialist teachers were trained and their roles are to work with the School's EMU team. Another specialist was trained in the Middle Years Course. Continued involvement has developed teachers' pedagogical practices due to the action research and practitioner inquiry model that was implemented. This continual targeting of all vulnerable children K-6 and implementing successful interventions has led to increased student learning outcomes. This is evident in reassessed vulnerable children exhibiting improvement of an average of 2 growth points. This program is sustainable and embedded in SPN's Mathematics Curriculum. Another specialist will be trained in 2017. This year we were involved in the INSPIRE Program. This enabled us to implement Timperley's Spiral of Inquiry to explore how we can support students to realise their full learning potential and enable teachers to facilitate and lead learning as inquirer and designer using STEM as a learning context. We focussed on developing students' knowledge and understanding of their preferred learning styles so as to motivate them to take greater responsibility for actively navigating their own learning journey and to strive to become a more holistic learner by developing their underdeveloped learning capabilities. Implementation of Timperley's Spiral of Inquiry through the lens of STEM presented us with an opportunity to break down the silos of key learning areas; to stir students' innate curiosity, challenge teachers' pedagogical practices, and re-ignite their collective passion as learners, innovators, and designers. It resulted in SPN developing an academic partnership with ACU and enlisting numerous mentors. Professional learning was successful in clarifying the learning intention of Working Scientifically and Technologically and built teachers' confidence and understanding. We showcased the students' inquiry projects from K-6 at the school's Science Fair which was a huge success. Inquiry methodology is now embedded in the teachers' pedagogical practice. We extended our inquiry approach to Engineering and Maths. SPN strives for excellence!

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	86.21 %	52.50 %	0.00 %	9.60 %
	Reading	72.41 %	49.40 %	6.90 %	11.50 %
	Writing	72.41 %	48.80 %	3.45 %	6.20 %
	Spelling	68.97 %	46.40 %	0.00 %	12.40 %
	Numeracy	72.41 %	35.60 %	3.45 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	70.97 %	36.30 %	0.00 %	15.00 %
	Reading	67.74 %	35.30 %	3.23 %	15.50 %
	Writing	32.26 %	17.20 %	0.00 %	18.10 %
	Spelling	54.84 %	29.80 %	12.90 %	17.20 %
	Numeracy	70.97 %	28.30 %	0.00 %	16.50 %

NAPLAN Comments

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 2017 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 literacy across this cohort. Explicit intervention strategies were implemented and as a result the evidence is articulated in the children's results. The continued implementation of the EMU program has also contributed to the results. 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. Prior to NAPLAN there was an identified weakness in literacy across this cohort. 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. Our focus on all areas of literacy, particularly writing (where we gave attention to explicit criteria in teaching spelling and grammatical features in various texts), displayed increased student learning outcomes. Close attention to the standards typically expected at the higher levels will still be a priority in 2017 and explicit teaching of the necessary skills will be an emphasis. In 2016 our major focus was increasing student outcomes in comprehension and we are pleased that this work is evident in the children's results. In 2017 we will further focus on developing children's writing skills through referencing, up-skilling teachers in the NAPLAN Writing Criteria and embedding it in pedagogical practices.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

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

Anti-Bullying Policy

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

Complaints and Grievances Policy

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

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

Initiatives Promoting Respect and Responsibility

We endeavour to ensure respect for others is consistently taught and demonstrated across all facets of school life. The Christian values, which are the antithesis of bullying, are continually affirmed in words and actions in all stage levels throughout the school. Strategies to promote respect and responsibility fall within the following broad categories: 'Moral Education' in the context of religious education, liturgies and assemblies where the value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged. Across the curriculum values teaching included looking at the problem of prejudice within the context of a novel or a history lesson; clear statements from staff about the nature of instilling respect and responsibility; teaching explicitly about rights and responsibility throughout the PDHPE curriculum; and clear statements from the leadership team and staff promoting rights and responsibility.

Sustained implementation of the Restorative Justice (RJ) Program has provided the opportunity to teach more positive ways of resolving conflict, such as working co-operatively within the classroom and playground whilst maintaining the dignity of the individual staff and students as role models, particularly those in leadership roles such as peer support, school captains, colour captains, SRC, RJ Leaders, maintaining measures for vigilant classroom and playground supervision and the provision of safe playground spaces. There is engagement in activities which develop a culture of caring for one another and acknowledge the worth and contribution of others whilst fostering compassion.

Counselling or other support services are provided when needed for all members of the SPN community and parents are supported through information seminars and support networks. Kidsmatter and More Than Mindfulness programs provide an avenue to promote respect and responsibility through nurturing the social and mental well-being of students. There is an open-door policy where communication is open and individuals have the opportunity to voice their opinions which validates their rights and responsibility as an active member of the SPN School community. Continuation of the inter-generational program with the neighbouring Pathways Nursing Home reinforces responsibility to our community elders.

SECTION NINE: SCHOOL IMPROVEMENT

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

Key Improvements Achieved

The Annual Plan for 2016 was developed from the SIP 2015-2017. Key school initiatives for 2016 are outlined in four strategic domains in the Annual Plan. Detailed below are the achievements so far:

- There is a strengthened link between “The Joy of the Gospel” and SPN community’s daily lives
- Students are able to participate more fully in outreach programs.
- Teaching/learning programs have been differentiated so all children’s learning styles are catered for.
- Students are able to articulate their preferred learning style and identify areas for development in order to maximise their learning potential.
- Students utilise a wide range of ICLT to enhance their learning across all Key Learning Areas in the Australian Curriculum.
- Students have strengthened their resilience by developing their knowledge of self and others.
- There is evidence of students articulating why they have made certain decisions and taken responsibility for them.
- SPN's involvement in the INSPIRE project, that implemented Timperley's Spiral of Inquiry to support students to realise their full learning potential and enable teachers to facilitate and lead learning as inquirer and designer using STEM, was a great success.

Priority Key Improvements for Next Year

In 2017 the St Philip Neri Catholic School community will embark on a significant leadership transition when there will be a change of Principal. The outgoing Principal in collaboration with the SPN community will ensure the smoothness of the process of leadership transition. The new leadership team’s number one priority will be to carry on the tradition of providing a quality learning and teaching Catholic environment that meets the needs of each child whilst working in partnership with all stakeholders in the school community.

A trajectory for success in 2017 is to:

- develop good quality teaching, effective feedback (formative & summative) and targeted assessments as an integral part of RE teaching and learning

- enhance students' weaker learning styles
- provide opportunities for students to learn and apply appropriate digital technologies through the lens of STEM
- increase students' knowledge of Geography and History
- develop students' capacity to draw upon inner resources to solve their own problems and develop their own responses to challenging situations

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

SPN parents articulated what they valued in 2016:

- The sense of community and belonging
- Excellent quality of the teachers
- Catholic values taught
- Caring and friendly nature of the school and staff
- Their children's high level of happiness
- Quality relationships between staff, parents and students
- Caring Principal
- Excellent pastoral care
- Small school and class sizes
- The way in which the school community practises what it preaches and encourages the children to implement what they learn throughout their everyday life and in their relationships with each other and their teachers.
- The excellent school preparation that is provided via the Sacramental Program which enables children to have a deeper understanding of the Sacrament.
- An environment which promotes learning and faith formation of students
- Engaging learning environments
- School's enthusiasm for excellence and imaginative approach to new learning initiatives.
- Excellent level of care and attention for each child.
- Individual needs addressed in an ideal learning environment
- Children's learning is supported and encouraged which leads to increased levels of confidence and competence for all children
- An enjoyable, supportive nurturing and fun environment

Student Satisfaction

The children value that St. Philip Neri School is a Catholic Community. They believe that by attending St Philip Neri they are privileged to learn about God and their faith and are supported on their faith journey by many different people and groups. They attend Mass and liturgies regularly and participate in fundraising events that help teach them about others in the world and how as Catholics we are asked to be Jesus' disciples.

We found that the children enjoyed all aspects of their learning, in all Key Learning Areas, as teachers give them a range of strategies to approach their learning with many different and interesting learning experiences, so the students knew they were continuously developing new skills. In particular, the students enjoyed the fact that they were challenged and were faced with

diverse, exciting, well prepared and presented lessons daily. Children said they were engaged in their learning and were provided with the encouragement and motivation to achieve success in their learning.

The children articulated that the School is extremely pastoral which is reflected through the Kidsmatter, Restorative Justice Programs and the care and safety provided.

Teacher Satisfaction

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

Mission:

- Embedded the Catholic Worldview throughout our curriculum due to the explicit inservicing we have received in this area
- Successfully implemented the school charism of St. Philip Neri and Mary MacKillop
- Implemented our new Religious Education units more effectively
- Established the connection with the Catholic Worldview and the More Than Mindfulness Program

Learning and Teaching:

- Continued a high level of Professional Development e.g. Australian Curriculum, EMU Program, Leading Learning, INSPIRE
- Participated in the Inquiry Learning Model
- Developed a whole school perspective of “Teacher Accountability” for all students K-6
- Analysed NAPLAN data effectively and utilised it to inform their teaching and learning to increase student learning outcomes

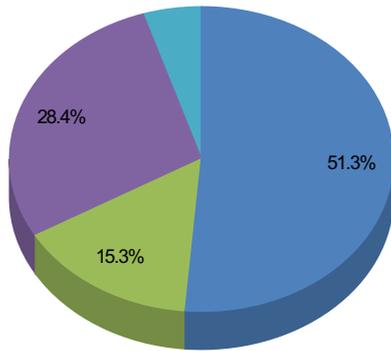
Pastoral Care:

- Successful implementation of MTM Program
- The positive Buddy System that exists throughout the school from Kindergarten to Stage 3.
- Meeting critical needs of children
- Smooth transition between Stages and the students’ intent focus on their learning

SECTION ELEVEN: FINANCIAL STATEMENT

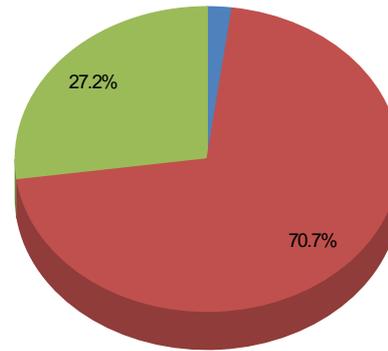
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (51.3%)
- Government Capital Grants (0%)
- State Recurrent Grants (15.3%)
- Fees and Private Income (28.4%)
- Other Capital Income (4.9%)

Expenditure



- Capital Expenditure (2.1%)
- Salaries and Related Expenses (70.7%)
- Non-Salary Expenses (27.2%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,215,144
Government Capital Grants	\$0
State Recurrent Grants	\$362,023
Fees and Private Income	\$673,244
Other Capital Income	\$116,569
Total Income	\$2,373,582

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$48,809
Salaries and Related Expenses	\$1,648,561
Non-Salary Expenses	\$634,038
Total Expenditure	\$2,331,409