



# St Philip Neri Catholic Primary School Northbridge

## 2012 Annual Report



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## 1. Message from Our School Community

### 1.1 Message from the Principal

2012 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 introduced and implemented our new Strategic Management Plan which maintains 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 new Strategic Management Plan focuses on school improvement whereby it encourages all school community members to actively participate in leading learning in the following three domains:

- Mission;
- Teaching and Learning; and
- Pastoral Care.

This year the St Philip Neri School Community worked collaboratively on the following School Improvement Goals:

1. ensure a stronger engagement in the mission of the Church, integrating faith and life by embedding the Catholic Worldview in policies, procedures and practices
2. transform learners and their learning by developing a shared understanding of the key principles of teaching and learning that inform practice
3. promote student well-being by further developing the school mission and reaching out to others

The overarching direction for this action was to ensure our vision is ever evolving and changing in response to our context so we can prepare our students for 21<sup>st</sup> century living and learning. 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 – “Virtute non Verbis”. In our ministry we continued 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 the working in partnership with parents in the education of their children.

This year we were successful recipients of a Becoming Asia Literate Grant from the Federal Government and a Pride of Workmanship Award from the Northbridge Rotary Club for our excellence in education. I believe that 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 Strategic Management Plan. Our main aim is to ensure the sustainability and ongoing development of a quality teaching and learning facility in the 21st century.

### 1.2 Message from the Parent Body

It has been another fast and furious year. St Philip Neri has continued to prove itself a giving and enthusiastic community. A warm and appreciative thank you must be given to all parents who give so generously of their time and put in so much effort from the running of the uniform shop, to class parents, to those who assist at various functions. A thank you also, to the P & F Executive and General Members. Many successful functions were held throughout the year which gave all members of our broad community the opportunity to get together.

St Philip Neri provides a diverse curricula. These are initiated and maintained by a team of caring and dedicated teaching professionals, modern facilities and parent involvement combining to produce a dynamic learning community. We are truly blessed.



This year the school, as successful recipients of a Federal Government "Becoming Asian Literate Grant", has been learning about the cultural practices and beliefs associated with countries located in the Asia Pacific region. A highly successful "St Philip Neri's Stopover in Asia" was held. Passports were essential; dim sums were on the menu; and everyone learnt some sumo wrestling, yoga and martial arts moves. Other examples of learning programs and initiatives include Extending Mathematical Understanding as well as Parent Partner Workshops which enabled parents to help their children at home.

St Philip Neri also was blessed this year and our wonderful staff was recognised for their commitment and dedication to providing excellence of education by receiving a Rotary "Pride of Workmanship" Award. This was perceived by all as a fitting end to a great year for the school where much was achieved. We look forward now to another successful year in 2013.

### ***P & F President***

## **1.3 Message from the Student Body**

2012 at St Philip Neri has been a successful and enjoyable year, to say the least. Its success can be attributed to the year being jam-packed with exciting learning opportunities that have helped us excel. The kindergarten class of 2012 has been so much fun this year alongside the Buddy program which reminded everyone about the friendly and welcoming community in which we are involved.

This year at St Philip Neri the students were introduced to a multi-cultural learning experience named Asian Education. The students were involved in various activities. Each class was given a specific Asian country to study and decorate their classroom to match the country's artworks, religion and culture. The classrooms were presented to the school on a two day 'Stopover in Asia' program. The two day stopover started with all of the school dressing in their classes' chosen traditional clothing. Over the two day period each classroom was visited by all of the students who had the opportunity to interact with some traditional toys from that country and learn about other Asian countries. A highlight was that as a whole school we got to listen to a Taiko Drum presentation as well as play the instruments. The music was electrifying if not a bit loud. In addition, we were read a Japanese book by Miss Bevan, our Principal, and she spoke in Japanese. The excitement of the two days did not stop at that. We were given the opportunity to learn how to make sushi and eat it. Yum-oh! We were taught how to draw Manga Art and had Sayuri play traditional Japanese Music on the Shamisen for us which was interesting and a great learning experience but sounded very different from what we are used to listening to. For lunch on the second day we all ate dim sums - they were also delicious. This was such a fantastic learning experience and we now have a better understanding and appreciation for Asian countries and the people.

Surf Education is something that we think is important we learn about. We learnt about rips and how not to get into trouble when we are at the beach. Spending two school days at the beach was awesome! We got to paddle on the boards and catch waves. It was great to learn how to be safe when at the beach while we spent time with our friends.

We have the best sports program at St Philip Neri. Every Wednesday we go to Northbridge Oval and play a variety of different sports and learn a range of different skills. We also had the opportunity to learn Martial Arts in Terms 2 and 3. We enjoyed this because we learnt how to defend ourselves in a fun environment.

The gymnastics program in Term 2 was a challenge especially if you are not flexible. We did hand-stands, cart-wheels, forward flips and learnt balancing techniques.



We also had the opportunity to participate in inter-school sporting competitions. We went to soccer, netball and rugby gala days. It provided us with a fun opportunity to interact with our peers from neighbouring schools in the Diocese. Sports carnivals, as every year, are full of energy, camaraderie, cheering and lots of races. The swimming and athletics carnivals were a great success.

This year was a very special year where St Philip Neri students and St Thomas' students came together as one community for the feast day of St Mary MacKillop. The Church was packed to the rafters with students, teachers, parents and we invited some very special nuns of St Joseph. This was the start of what we know will be a great tradition. At St Philip Neri we are also very lucky to be able to spend time in celebrating Mass with our Mothers, Fathers and Grandparents for their special time during the year.

St Philip Neri students are great at raising money to support our sister school, Goodooga Central School, as well as giving money to Caritas. We raise this money the fun way and in a way that everyone in the school is involved.

Maths Olympiad was extremely successful this year with half of the participants getting into the top 25% of the competition and some students getting in the top 10%. We like participating in this competition because it is challenging and helps develop our problem solving skills.

This year's musical, 'Masquerade', was spectacular with singing, dancing and acting. This is a great way for the Year 6 school leaders to showcase their acting abilities and the rest of the classes to refine their singing and dancing skills.



## 2. School Profile

### 2.1 Student 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 our "bubble class" has continued to develop from strength to strength as this particular cohort of 62 children now comprises two Year 1 classes. This has been a great success. They are now looking to bubbling through as two Year Two classes in 2013. Due to the enrolments numbers in Year 5 and 6 for 2012 we formed a Stage 3 class or what is better known as a composite 5/6 class. This class has been very successful and once again has had a very positive outcome as it has just completed its second year in the cycle as a Stage 3 class. Enrolments for 2013 are very pleasing and we have sufficient students for a Year 5 and a Year 6 class hence we will increase our teaching staff to an allocation of 8 full-time teachers.

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.**

The following information describes the student profile for 2012:

Girls	Boys	LBOTE*	Indigenous	Total
93	103	18	0	196

\*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:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) 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
- c) 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
14	0	0	14

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 2012 was 98%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 92%.

## 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 in the three domains were as follows:

### Mission:

Teachers highlighted that they were satisfied with the way in which we as a Catholic School Community have:

- embraced Mary MacKillop as part of our school's identity;
- initiated a relationship with our partner parish school, St Thomas' Willoughby;
- students who are acting out independently our motto "Deeds not Words";
- sustained community outreach through class treat days and St Philip Neri Day; and
- maintained our relationship with our sister school in Goodooga and continued raising monetary funds for them.

### Learning and Teaching:

Satisfaction was articulated as the way teachers:

- provided diverse learning opportunities;
- continued a high level of Professional Development e.g. EMU Program; Asian Studies;
- took on the role of learner and teacher;
- participated in the Inquiry Learning Model;
- developed a whole school perspective of "Teacher Accountability" for all students K-6;
- developed confidence and competence in integrating Asian Studies across the curriculum;
- analysed NAPLAN data effectively and utilised it to inform their teaching and learning to increase student learning outcomes;
- assessed how technology hubs are working throughout the school so improvements can be made;
- maintained effective monitoring and tracking of students; and
- established student self- assessment and goal setting.



### Pastoral Care:

Teachers are satisfied with the pastoral care provided through:

- reaching out to families in need e.g. medical issues, grief, tragedy;
- providing support to residents of local nursing homes;
- supporting parents in Sunday's focus Masses;
- highlighting the Restorative Justice Program throughout the school;
- the positive Buddy System that exists throughout the school from Kindergarten to Stage 3;
- smooth transition between Stages and the students' intent focus on their learning;
- successful and effective student leadership i.e. SRC, Senior Leadership Team, RJ Leaders; and
- the attainment of the Rotary Pride in Workmanship Award for Excellence in Education.

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	97%
1	97%
2	97%
3	99%
4	95%
5	94%
6	98%

The average student attendance rate for 2012 was 97%.

**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; and
- 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**

St Philip Neri students from K-6 partook in a survey to assess their level of satisfaction with the school in terms of Religious Education, learning experiences and opportunities as well as resources. The response from the children was extremely encouraging.

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 as 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 new, exciting, well prepared and presented lessons daily and could always find success in their learning. They commented on the ways they were asked to approach learning tasks as individuals and co-operatively. The children voiced how they learnt a lot from the many learning opportunities as it helped to consolidate and expand on what they had already been learning about within the classroom and the resources available to them, especially their teachers.

The children believed that by attending St Philip Neri that they are privileged to learn about God and their faith and are supported on their faith journey by many different people and groups.

They stated very clearly that the school was a place where the students felt nurtured in their learning, socially, emotionally and in their behavioural development and "IT" the school was a true reflection of the schools motto 'Deeds not Words'.



### **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**

Celebration of prayer and liturgy continues to be 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 many opportunities to celebrate through Mass and Liturgy. 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.

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

At Christmas and as an integral part of the school's Advent program the school worked with the St Vincent de Paul members to provide gifts for the children in the Waterloo community. Students from our school community are involved in the annual Christmas Ecumenical Christmas Carol celebration at Northbridge Oval. This year four Year 6 students participated in the Bishop's discipleship responses. They were asked to convey their understanding of what it means to them to be disciples of Jesus. The students used a multimedia format this year for their presentations.

#### **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, the students are made aware of the need for justice. This is an essential part of our faith development.

Through the Social Justice Program the children are given opportunities to respond to social justice issues throughout the community. In 2012 we have supported local and world communities. St Philip Neri has continued to support Goodooga Central School in North West NSW. Our commitment to Caritas and Catholic Mission continued throughout 2012. Proceeds from the classes' treat days have formed a major part of donations made.



### 3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

All teachers are currently fully accredited to teach RE. The REC continued her studies in the Masters of RE and the Assistant Principal completed her studies in the Masters of RE. In November, the Religious Coordinator and Year One classroom teacher attended the REC Day where they attended various workshops.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 new 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 that 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.

This year we implemented our new Strategic Management Plan 2012-2014 which incorporates the three domains of Mission, Learning and Teaching and Pastoral Care. This plan articulates St Philip Neri School Community's role in effectively implementing Diocesan Priorities by embedding the Leading Learning framework deeply within the school's practices. This process is guided by our School Improvement Plan (SIP), to increase student learning outcomes. We also apply the knowledge and practices gained in the Learning and Teaching domain through Leading Learning to the Mission and Pastoral Care domains. Key factors in this process have been building leadership capacity, goal setting, professional dialogue and ongoing evaluation. The core of this process is the teacher inquiry and knowledge building cycle. It provides us with the opportunity to know our “class” and to ascertain explicitly what our students already know and what they need to learn so as we can meet the needs of each child to enable them to achieve their “zone of proximal development”.

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. This year we were participants in the Extending Mathematical Understanding Program (EMU) with the Australian Catholic University.



This program enabled us to identify the children in our school who are vulnerable at Mathematics by implementing the Mathematical Assessment Interview (MAI). All teachers were up-skilled in implementing the MAI and the explicit identification of where their students are in their Mathematical Learning alongside the Growth-Points framework. Teachers were also involved in professional development on developing effective mathematical pedagogical practices. The program also provided the school community with a trained EMU Numeracy Focus Teacher and a Numeracy Specialist Teacher whose role it was to implement the intervention program. As a result of St Philip Neri School Community's involvement in this project, teachers' pedagogical practices improved due to the action research and practitioner inquiry model that was implemented. It has provided us with authentic baseline data for setting targets. As a result of targeting all vulnerable children K-6 and implementing interventions there have been increased student learning outcomes. Reassessed vulnerable children have an identified growth of an average of 2 growth points. Parent education was a major component of this program and this led to positive partnerships with parents via mathematical workshops. One very exciting outcome is that parents are organising and selling parent "home" maths packs. This program is sustainable as it is embedded in our Mathematics Policy and Phase 2 of the professional learning will continue next year. At St Philip Neri School we can now say that throughout our maths programs we are not just involved in number busting but busting vulnerabilities for children learning Mathematics!

In 2012 we were successful recipients of a Becoming Asia Literate Grant from the Federal Government. This grant enabled us to develop and deliver innovative high quality teaching/learning programs that have the potential to extend beyond the boundary of the SPN school community and embed these throughout the curriculum whilst highlighting the Asian Perspective. Supported flexible approaches to delivering continuous and sequential programs, which include the use of information communication technologies to establish communications with schools in the focus countries of China, India, Japan and Korea via initiating virtual cross-cultural blog, emailing, skype experiences. This experience also built student demand for studies of Asia, through contact with schools and students in these target Asian countries. In addition to this it built teacher confidence and expertise in the teaching of studies of Asia to increase the achievement of student outcomes across all areas of the curriculum. A highlight of this journey was the culmination of a festival entitled a **"Two-day Stopover in Asia"**. This involved each class showcasing their in-depth studies of a targeted Asian country; we enjoyed a taiko drum exhibition, talks by Asian authors, manga exhibitions, martial arts demonstrations, traditional dance, yoga henna tattooing, sushi making and a Dim Sum luncheon. Community members also joined us over these two days. We were also featured in local newspapers. Student learning outcomes were increased and they became authentically interested in Asian Studies and their levels of motivation and enthusiasm were increased. Another major highlight is that our project is sustainable and is formulated in St Philip Neri's Asian Studies Statement.

In the school's Strategic Plan 2012-2014, there has been a continued commitment to making technology integral to teaching and learning. The school's ICLT Co-ordinator has kept the staff abreast with new technologies and CSO initiatives at staff meetings. This year we introduced the staff to the implementation of Windows 7 across the school. This involved intensive professional development for all members of staff as well as increased expenditure to purchase the necessary hardware to support this program. Teachers are continuing to use 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 component of children's teaching and learning. Our newly built Learning Centre is pivotal in expanding this vision.



We are committed to enhancing students' intellectual quality. The teachers have continued to elicit higher order thinking skills in a mixed ability classroom. An increased number of higher-order thinking skills have also been implemented. Classroom teachers have continued to work 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.

Identified students in Stages 1- 3 have come together to extend their thinking and learning using the Inquiry Model. The students were identified by a range of tests and teacher identification. 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. This year Inquiry Learning projects have included a Geology unit focusing on the study of crystals and an integrated inquiry unit involving Chemistry.

Our curriculum design is based on a variety of authentic assessment strategies of which data informs effective 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.

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.

## 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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA). 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 2012 cohort, there were 27 students in Year 3 and 15 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 *MySchool* 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	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0	0	7.1	10.7	32.1	50	100
<b>Writing</b>	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0	0	0	0	71.4	28.6	100
<b>Spelling</b>	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	0	0	0	14.3	17.9	67.9	100
<b>Gr. &amp;Punct.</b>	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	0	0	0	10.7	32.1	57.1	100
<b>Numeracy</b>	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	0	0	0	14.3	42.9	42.9	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 2013 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 as a result the evidence is articulated in the children's results. The implementation of the EMU program also assisted with the students' progress.



## 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	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	0	0	12.5	37.5	37.5	12.5	100
<b>Writing</b>	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	0	0	25	6.3	37.5	31.3	100
<b>Spelling</b>	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	0	0	6.3	37.5	31.3	25	100
<b>Gr. &amp; Punct.</b>	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	0	6.3	18.8	0	25	50	100
<b>Numeracy</b>	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0	0	18.8	43.8	0	37.5	100

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 2013 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 2013, and explicit teaching of the necessary skills will be an emphasis. The Numeracy results were particularly pleasing indicating the explicit teaching and intervention that has taken place has been sustained. Intervention from the EMU program has also assisted growth.

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 2013.

### 5.3 Extra Curricula Activities

#### External Competitions 2012

Thirty-three primary students elected to participate in the Australasian Schools English Competition. They received four Distinctions and seventeen Credits.

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

Thirty-four students participated in the Australasian Schools Spelling Assessment. They received one Distinction and thirteen Credits.

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

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



Twenty-two primary students elected to participate in the Australasian Schools Science Competition. They received three Distinctions and twelve 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.

### **Maths Olympiad**

This year we entered a team of thirty students from Years 4-6 in the Australasian Problem Solving Mathematical Olympiad Competition.

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 student received a special encouragement award and eight students scored in the top 10% and 11 students scored in the top 25%.

### **Music**

In the school choir children enthusiastically demonstrated their talent at concerts for the rest of the school and for their families. Also in Term 2 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.

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

### **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.

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.

Years 3, 4, 5 and 6 students participated in a Surf Awareness program.

### **Public Speaking**

In 2012 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 2012 our Stage 3 students were involved in a Debating Circle with neighbouring schools in the North Shore Cluster.

### **Chess**

In 2012 children from Years K-6 had the opportunity to participate in the School Chess Coaching Classes. This was highly successful as we had a Junior and a Senior class of 25 participants each.

### **Languages**

In 2012 children also had the opportunity to study a foreign language. The languages on offer were Italian, French or Chinese.



## 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.

Staff attended a variety of courses in 2012 including:

CPR course, specific Occupational Health and Safety training, various technology-related professional learning opportunities.

First Aid, Anaphylaxis, OHS, Special Needs and Autism.

Staff development days focused on Extending Mathematical Understanding Program, Leading Learning sessions led by educators from Auckland University, New Zealand and Asian Studies Education funded by our "Becoming Asia Literate Grant".



## 6. Strategic Initiatives

### 6.1 2012 Priorities and Achievements

The Annual Plan for 2012 was developed from the School Strategic Plan 2012- 2014. The Annual Plan was presented to the school community at a P&F meeting. Key school initiatives for 2012 are outlined in four strategic domains 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 increase student outcomes;
- measured value added and organised programs to assist students whose growth is not marked;
- participated in the Extending Mathematical Understanding Program (EMU) run by ACU to deepen our knowledge in effective Mathematics teaching and increasing learning gains so as to promote the highest level of attainment for each child;
- introduced and implemented Mathematical Assessment Interviews for all students from Kindergarten to Year 6. We identified where the students were at with their mathematic learning on the Growth Points Framework. This was a result of our work on the EMU Program;
- we continued to monitor and track progress by implementing our whole school tracking device;
- implemented effective Numeracy blocks;
- 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;
- sustained our "bubble class" as this cohort of children transitioned into Year 1;
- continued with a focus on best practice in teaching of all Key Learning Areas. The Inquiry Learning model guided our professional development around Leading Learning and School Improvement in 2012 with Mathematics and Literacy as the focus;
- professional dialogue and goal setting were the key instruments of curriculum development;
- we continued to work closely with our SRC, Restorative Justice leaders and the rest of the community to successfully supplement our Buddy system;
- ICLT continued to be a priority area. The school continued to upgrade and expand hardware and infrastructure. We installed and implemented the Windows 7 program throughout the school. The continued support of the P&F in fundraising facilitated this upgrade. The ongoing deployment of new technology e.g. the effective use of Ipads continued to challenge educators to examine pedagogy and beliefs about learning;
- we continued to ensure there was a consistent approach and intent in addressing the needs of all students including the gifted;
- in Stage 3 we continued implementing a "Middle Schooling" approach which focused on such aspects as the relevance, pedagogy, competence, ethics and awareness involved in educating the early adolescent learner;
- we successfully expended our Federal Government's Becoming Asia-Literate Grant. This enabled us to embed Asian Studies across the curriculum to increase student learning outcomes. It provided us with 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. It also provided opportunities for teachers to become more confident and competent teachers of Asian Studies; and
- a major highlight was that our four young men in Year 6 successfully completed their seven years of Primary Schooling and are now ready to transition confidently to Year 7. This has influenced the sustainability of male enrolments in Stage 3 for 2013 which has resulted in the formation of a Year 5 and a Year 6 class.



## 6.2 2013 Priorities and Challenges

During 2013, the school will continue with a focus on leading learning in the teaching of all Key Learning Areas. Our current Strategic Management Plan will be evaluated, consolidated, developed and communicated to the school community. The Inquiry Model framework is embedded in our practice and will continue to guide our professional development around leading learning and pedagogical practices in 2013 with our focus being Reading and Mathematics. Once again we will investigate ways to maximise the children's growth in Reading particularly in Stages 2 and 3. St Philip Neri staff will continue to participate in the second phase of the Extending Mathematical Understanding Program run by 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 in the areas of Space and Measurement. The School Improvement Agenda, involving goal setting, professional dialogue and analysis of student data, will be at the centre of curriculum development. We will sustain the teaching of Asian Studies across the curriculum. We will also commence building our knowledge and understanding of the Australia Curriculum and implement English and Mathematics. During the 2013 school year, ICLT will continue to be a priority area whereby we will introduce a variety of multi-media technologies.



## 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. Their role is to facilitate, co-ordinate and organise activities within the Association. In 2012 there was one major fundraiser: a Dinner Dance (in May) entitled "At the Movies" co-ordinated by Year 2. The parents decided to raise funds from proceeds of the Dinner Dance for the purchase and installation of new decking and computers for the children.

The P&F Executive Committee also organised and catered for the Tears and Tissues for Kindergarten parents on the first day of school and the morning tea for Grandparents' Day. Every class has a group of parents who take on the role of class parents. Teachers value and appreciate the extra support provided by parents. Parents have assisted in the curriculum areas of Literacy, Numeracy, Sport, Technology, Art and Science. In addition they have accompanied classes on excursions and assisted in the library and the learning centre and supported all sport carnivals. During the year parents have worked closely with the teacher-librarian shelving and covering library books and take-home reading books.

### 7.2 Parent Satisfaction

At the end of 2012, 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**

- Class masses which provide parents an opportunity to participate in children's religious learning and experience.
- Parent involvement in Sacramental program.
- An environment which promotes learning and faith formation of students.
- Great sense of community and the diverse opportunities to be involved in the life and values of the school.
- A school that lives up to parent expectations of providing a faith based education.

#### **Teaching and Learning**

- Asia week was an incredibly successful learning experience. It provided the children with a "first hand" experience which resulted in high level of retaining knowledge, skills and understanding.
- Individual needs are 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.
- Provision of a well-rounded and positive education.
- Highly qualified, committed, caring, dedicated and experienced teachers.
- Diverse educational and extra-curricular opportunities are provided.

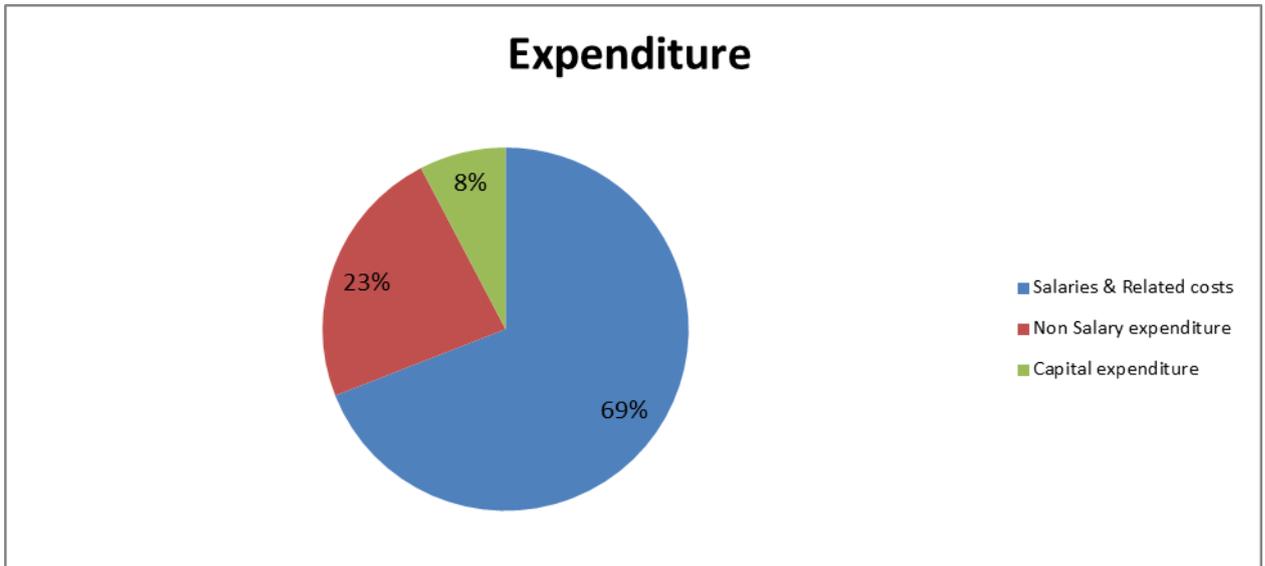
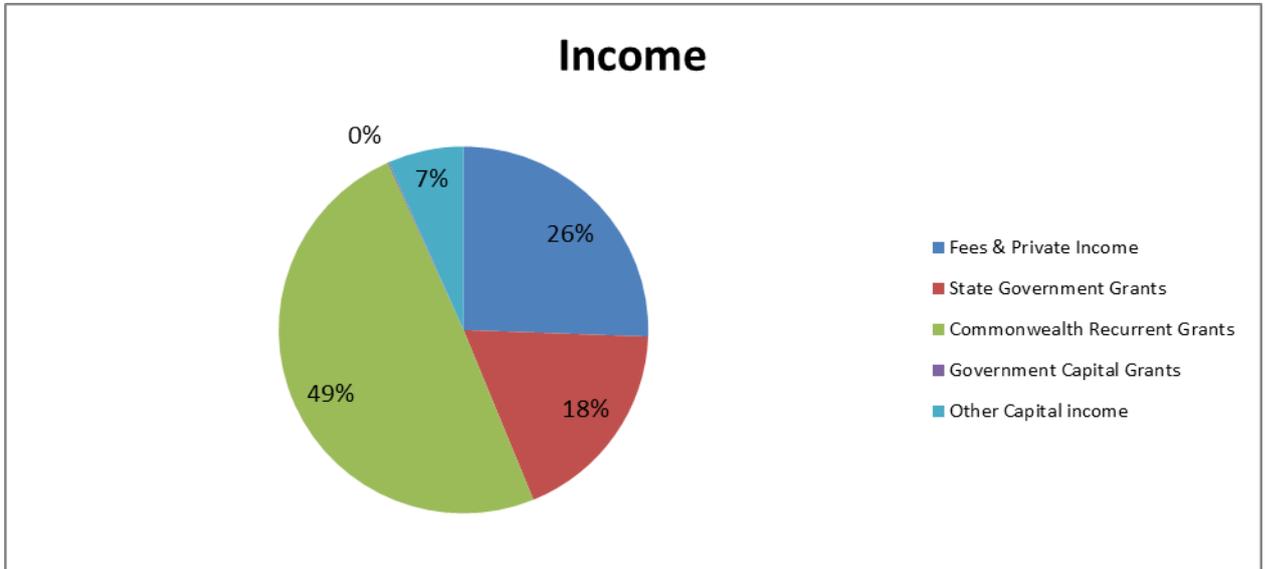
#### **Pastoral Care**

- A beautiful nurturing environment.
- School's social justice program ensures the children learn about their impact on others' lives and well-being from an early age.
- An environment which is enriching, welcoming, supportive and fun.
- Everybody knows your name!
- An authentic family atmosphere exists.



## 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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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