



# St Philip Neri Catholic Primary School Northbridge

## 2013 Annual Report



Principal: Ms Suzanne Bevan

Address: 67 Baringa Road  
NORTHBRIDGE NSW 2063  
Phone: (02) 9958 7136  
Fax: (02) 9958 4132  
Web: [www.spndbb.catholic.edu.au](http://www.spndbb.catholic.edu.au)



## 1. Message from Our School Community

### 1.1 Message from the Principal

2013 has been another highly productive and successful year for the St Philip Neri Catholic School Community. It has been an exciting year as we joined in the celebrations for the Northbridge Centenary. We even held our own Centenary Art Show. This year I had a very successful contract renewal process which was very positive and enabled me to continue in my position as Principal of St Philip Neri School for the next four years. We have continued to strengthen our practice of working collaboratively with the Parish of the Lower North Shore to ensure that the foundation of our ministry is the Gospel values lived and taught by Jesus Christ. We continued to implement the second year of our Strategic Management Plan which assists us 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 stakeholders in the school community.

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.

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

1. to embed the Catholic Worldview in policies, practices and procedures;
2. to develop a shared understanding of the key principles of teaching and learning that informs practice; and
3. to strengthen community understanding of the causes of and effective responses to student anxiety.

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 contemporary 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 at St Philip Neri Catholic Primary School has been enjoyable and rewarding, and one where the importance of community has been emphasised. This year we launched St Philip Neri as a KidsMatter School whereby we work within a framework that helps us put evidence-based strategies in place to support the social and emotional wellbeing of all our community members.

I believe that as a community we will continue to be guided by our spiritual heritage. The dignity of all will inspire us to live justly and work collaboratively whilst providing opportunities for individuals to realise freedom through education to prepare them to confront the world of the future fearlessly. 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 further 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

The achievements of 2013 would not have been possible without the dedication and commitment of the SPN Community itself. Thank you to everyone involved with the P&F, both on and off the committee, for all their hard work and enthusiasm in 2013. So many people contributed in so many different ways to build on the already great sense of community we have at St Philip Neri.

Special thanks to our class parents, to those involved with the uniform shop and all the other activities and functions that go on throughout the year. As I look back on the year, I am pleased to be able to acknowledge that apart from all our regular contributing activities to the school, we have successfully achieved some of the objectives we noted at the beginning of the year. In particular I would mention the development of our P&F Charter, Class Parents Handbook, our website presence and the Community Support Program.

This year we were able to support technology improvements for the school and improvements to outdoor areas. As always the Principal and Teaching staff of SPN show great care and commitment to the children. We are grateful for them providing students with a wide range of opportunities in a nurturing environment, with a rich, relevant and varied curriculum. Events that highlight this are the launch and implementation of the KidsMatter Program. This was something that brought all of the community together, in a positive and engaging manner. 2013 also saw the wonderful involvement and contribution of the students and the school with the Northbridge Centenary celebrations. This involvement resulted in several accolades/awards for students and therefore for the school hence further enhancing our already excellent reputation in the community.

We look forward to another successful and rewarding year in 2014 for the St Philip Neri community. Again, thank you to committee members and all other volunteers for your hard work and enthusiastic approach to all we do. The events and fundraisers we co-ordinate would not be as successful or run as smoothly without you.

*P & F President*

## 1.3 Message from the Student Body

St Philip Neri has had an enjoyable 2013 and a year full of wonderful learning opportunities as this year students have been able to participate in many events. Through different events that happened students have been able to cultivate the meaning of 'Deeds not Words' and put on display to others what a privilege it is to be a St Philip Neri student. Some of the events and opportunities that we have been exposed to are: KidsMatter, Surf Education, Buddy Program, Restorative Justice Program, having the opportunity to be school leaders, Mass and Liturgy as well as participating in excursions and camps from Kindergarten to Year 6.

KidsMatter was a very important part of our year and will continue to be a part of the school ethos in future years. KidsMatter helped us to develop a life-long attitude toward learning, friendship, conflict resolution and developing resilience. The launch of KidsMatter was a great success and a lot of fun for all students and parents. The day started with a Liturgy and then students were placed in rotation activities around the school. These activities included face painting and balloon twisting, bead making, parachuting as well as a game of human bingo. At the conclusion of these activities parents joined their children for a picnic on the green followed by a 'friendly' game of netball that involved students, parents and staff. This was a fabulous day because it showed everyone in the school how important it is to develop these life-long skills.

Surf Education involved Years 3 to 6 and was held at Manly Beach. This was a 3 day event stretching over a 3 week period. Day one the instructor visited St Philip Neri to explain the importance of staying safe at the beach teaching how to identify rips and how to get to safety if caught in a rip. Day two meant travelling to Manly Beach. Here the students learnt dolphin diving, how to wade and body surf. This was so much fun- even if we turned blue from the freezing water. Day three we were made honorary trainee life-savers completing fitness drills, rescuing a person in



distress and participating in relays. This was a great learning experience helping us to become more independent and have the confidence to know how to stay safe and sensible at the beach.

St Philip Neri's Buddy Program is a big learning experience because the senior students get the chance to learn to care for others and ensure that the younger students of the school feel safe, happy and loved. The Buddy Program gave the Year 6 students an opportunity to interact with the Kindergarten students of the school by ensuring that they have happy first days at school and also teach them about the importance of making friends. The Restorative Justice Program had both Year 5 and Year 6 as leaders. The leaders are responsible for ensuring that conflicts are resolved fairly so all parties are happy and are given the chance to voice their problem or point of view in a non-confrontational manner. This ensures that St Philip Neri playground is a place of happiness, friendship, justice and resilience and all students are safe and secure.

Being a senior student at St Philip Neri is both an honour and privilege. It involves a high level of responsibility, as each member of Year 6 is allocated a leadership role. These roles include School Captaincy, Colour House Captains and SRC leaders. A leadership day is held annually to develop the leadership skills by playing games and participating in leadership activities as well as listening to the advice given by the current school leaders. This is also when new leaders are elected. Being a leader at St Philip Neri develops a sense of responsibility and prepares the senior students for their years in High School.

Mass and Liturgy are very important part of St Philip Neri life as it develops students' relationships with God and nurtures our Faith. Liturgies and Mass allows us to gather as a whole school community and celebrate and thank God for many different aspects in our lives. Some Masses include Mothers' Day, Fathers' Day, Grandparents' Day, Easter, Advent, Remembrance Day and ANZAC Day. Celebrating Mass at the opening and closing of the school year are special times because as a school we join as one and pray or reflect on the year to come or the year that has passed.

St Philip Neri students have the opportunity to participate in a range of class excursions and camps allowing us to learn in a different learning environment. Years 5 and 6 had a wonderful experience travelling to Canberra. Here the students visited Old Parliament House and learnt about how the Australian Government was formed. The best part of the excursion was having the opportunity to visit Questacon. The students were surrounded by seven levels of awesome hands-on interactive science experiences. Each level had a different theme, the best level was Excite, here the students were asked to bend their minds and their bodies in high energy, high impact and highly addictive activities. Here the students felt the adrenalin pumping as they free fell down a six metre slide or battled a robot in a game of air hockey as well as tested their reflexes against friends. All students at St Philip Neri are given a chance to be involved in fun learning experiences at subject relevant locations such as the Taronga Zoo, Narrabeen Beach to look at sea life or visiting the Korean Education Centre and learning about the Korean culture.

Learning at St Philip Neri is always exciting and interesting because there are always new learning opportunities present, as well as great new resources. This year students were invited to be a part of many enrichment programs including Maths Olympiad, Chess Club, French and Chinese, Lighthouse Learning Mathematics and Science enrichment programs. The most exciting and fun new reading and comprehension resource that all students love is the Reading Eggs program. St Philip Neri students are crazy about the programme and love collecting the golden eggs and trading cards.

Carols Under the Stars was the night of nights and a fantastic way to end the year. All students sang and danced for the parents. The parents had the opportunity to have dinner under the stars while being highly entertained. The band belted out the classic Christmas Carols and everyone sang along. The experience as a whole was amazing and everyone got to wish one another Merry Christmas and reflect on the wonderful year that had just passed.



## 2. School Profile

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

In recent years enrolment growth has stabilised. There is a great demand for places in our classes from Kindergarten to Year 4. Some children leave at the end of Year 4 to attend private Catholic schools. This year our "bubble class" has continued to develop from strength to strength as this particular cohort of 62 children now comprises two Year 2 classes. This concept has been a great success. They are now looking to bubbling through as two Year 3 classes in 2014. Due to sufficient enrolments in Years 5 and 6 we had two classes in Stage 3, hence we increased our teaching staff to an allocation of 8 full-time teachers. Predictions for 2014 are that we will sustain both our Year 5 and Year 6 classes.

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.

### 2.1 Student Profile

The following information describes the student profile for 2013:

| Girls | Boys | LBOTE* | Indigenous | Total |
|-------|------|--------|------------|-------|
| 104   | 105  | 30     | 0          | 209   |

\*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 2013 was 97%. This figure does not include teachers on planned leave.

The teacher retention rate from 2012 to 2013 was 100%.

## 2.5 Teacher Satisfaction

### Mission:

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

- 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;
- developed the successful implementation of the Catholic Mission Units continuum K-6;
- implemented our new Religious Education units more effectively;
- established the connection with the Catholic Worldview and the KidsMatter Programme;
- provided Staff support of Sacramental Programs;
- strengthened ties with the Parish of the Lower North Shore;
- organised children's involvement at weekly Parish Masses; and
- conducted the Confirmation Program.



### **Learning and Teaching:**

Satisfaction was articulated as the way teachers:

- were introduced to the new Australian Curriculum at a Diocesan and School level;
- received an introduction to iPads and the pedagogical practices to embed them into the curriculum;
- developed proficiency in ICLT;
- up-skilled another EMU Specialist;
- provided diverse learning opportunities through participation in external curriculum and Lighthouse Learning Program, excursions, Chess Tournament, Night of the Notables, Maths Olympiad Program;
- continued a high level of Professional Development e.g. EMU Program, Leading Learning;
- 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;
- analysed NAPLAN data effectively and utilised it to inform their teaching and learning to increase student learning outcomes;
- 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:

- successful implementation of KidsMatter Programme;
- reaching out to families in need e.g. medical issues, grief, tragedy;
- 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;
- meeting critical needs of children;
- the positive Principal Contract Renewal Process;
- the way staff support one another;
- the KidsMatter Tips provided in the weekly newsletter by the AP;
- the parent talks provided by the Diocesan Pastoral Care Consultant;
- the Parent/Teacher interviews that we conduct;
- support provided by the P&F; and
- School Disco organised by the P&F.

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    | 96                                  |
| 1    | 97                                  |
| 2    | 96                                  |
| 3    | 96                                  |
| 4    | 96                                  |
| 5    | 95                                  |
| 6    | 95                                  |

The average student attendance rate for 2013 was 96%.

**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 Catholic Mission, Learning and Teaching, Pastoral Care and opportunities as well as resources. The responses from the children were extremely encouraging:

### **Catholic Mission:**

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. The children stated:

- they pray everyday;
- have fun and enjoyable religious education lessons which help them to understand concepts about God and bible stories more clearly. They also appreciate the resources they have that assist them in their RE lessons;
- they attend Mass and Liturgies regularly;
- they participate in fundraising events that help teach them about others in the world and how as Catholics we are asked to be Jesus' disciples;
- they have the Parish Priest, teachers and school community sharing in their journey and supporting them;
- they find it rewarding working with St Vincent de Paul and Caritas organisations to reach out and support those less fortunate than themselves; and
- they also demonstrate great appreciation for our Parish Based Sacramental Program.

### **Learning and Teaching:**

We found that the children enjoyed all aspects of their learning, in all Key Learning Areas, as teachers give them a range of strategies with which to approach their learning and 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. They commented on the ways they were asked to approach learning tasks as individuals and co-operatively. They also appreciate how everybody is enthusiastic, diligent and valued. The children voiced how they learnt a lot from the following learning opportunities as it helped to consolidate and expand on what they had already been learning about within the classroom:

- Book week;
- Sports Programs;
- Enrichment Learning Programs;
- At various school excursions that were linked to a particular class learning area;
- Overnight camps (Stage 3);
- Athletics;
- Maths Olympiad program;
- Public Speaking competitions;
- Sports carnivals and gala days;
- Buddy Program;



- Swimming Lessons;
- Surf Safety Program;
- UNSW Tests;
- Learning support team; and
- KidsMatter Programme.

The children highlighted that their success was due to the following key factors that exist throughout St Philip Neri's curriculum design:

- Use of positive thinking;
- Open-ended tasks;
- Catering to individual's learning styles;
- Differentiation;
- Global perspective; and
- Professional dialogue.

#### **Pastoral Care:**

The children articulated how St Philip Neri School is extremely pastoral. They said that this is reflected through the following:

- Restorative Justice practices;
- KidsMatter Programme which promotes the social and mental well-being of community members;
- the care everybody receives;
- the teachers listen to us;
- we feel safe at school;
- the friendship chair ensures everybody has a friend;
- our KidsMatter Mural; and
- the genuine care and nurturing that occurs.

The students mentioned all the resources available to them are good and useful either to help with their learning or to use on the playground. Including:

- Learning Centre (Library);
- Specialist Music teacher;
- plenty of musical instruments;
- sports equipment;
- up-to-date technology;
- Interactive whiteboards;
- iPads;
- Maths equipment; and
- a large variety of reading materials.



The students agreed that their best resource was their teachers as their teachers helped the students learn in a variety of ways by:

- asking open ended questions;
- encouraging problem solving;
- being patient and explaining concepts several times in many different ways;
- giving the class visual learning aids;
- having good fair classroom rules;
- always being willing to discuss problems;
- attending extra-curricular activities in their own time to support the children; and
- being creative so learning is made fun.

The children love attending St Philip Neri as they find coming to school a fun experience as everyone communicates and treats one another with kindness. They think that learning at St Philip Neri is exciting, innovative and encourages them to want to learn more. 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 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 and loved as the Apostle of Rome. 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.

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 the whole school prayer.

As a community we have the opportunity to celebrate through Mass and Liturgy. Classes attend a Monday Parish Mass once a term. The school year commenced with a Mass that was followed by the presentation of badges to the school leaders. The year ended with a concluding Thanksgiving Mass where student leadership for 2014 was announced.

The children were also involved in Masses for Ash Wednesday, St Philip Neri Feast Day and St Vincent de Paul Appeal. St Philip Neri Feast Day Mass was followed by festivities in the school grounds. St Mary MacKillop was remembered this year on the anniversary of her death, August 8, with a liturgy that occurred simultaneously at St Philip Neri School and St Thomas School, Willoughby. Father Joshua celebrated the liturgy at St Philip Neri whilst Father Rex Curry celebrated the liturgy at St Thomas'. Many parents joined us on this occasion. Through Liturgy we celebrated Holy Week, Easter, Mission Week, Mothers' day, Grandparents' Day, Father's day, Remembrance Day, Anzac Day, Advent and Graduation. Kindergarten parents are responsible for organising and conducting Children's Liturgy at the Parish Sunday Mass.

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

The school supports the sacramental programs and is involved in the preparation of the Liturgy for each sacrament. This year 58 children from the school were enrolled in the Confirmation Program, 28 in the First Holy Communion Program and 28 in the Reconciliation Program. Three parent co-ordinators organised the programmes and liaised with the school and Parish. They facilitated the sacramental programs by organising parent leaders for groups, communicating between Parish, school and parents and organising the logistics for the actual Sacrament celebrations. An amazing example of evangelisation was the 100 candidates who celebrated Confirmation in the Parish of the Lower North Shore.

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 the 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. The children need to be congratulated on their very insightful and reflective responses.

### 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 2013 we have supported local and world communities. Our commitment to Caritas, St Vincent de Paul and Catholic Mission continued throughout 2013. Proceeds from the classes' treat days have formed a major part of the donation made. The children have also worked collaboratively to raise funds to support victims of the NSW bushfires and Typhoon Haiyan in the Philippines.

### 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 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. This year the staff worked with the Diocesan's Religious Education Consultant on embedding the Catholic Worldview throughout the curriculum.



## 4. Pastoral Care

### 4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Behaviour Management 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

As Catholic disciples of Jesus, the school has maintained and reviewed a number of programs within the school in 2013.

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.

This year St Philip Neri Primary School embarked on the KidsMatter programme to assist our school community in achieving our Pastoral Care School Improvement Goal which is to reduce student anxiety by guiding them to understand their own wellbeing and respond effectively to anxiety situations. KidsMatter Primary was developed by the Australian Government Department of Health and Ageing, Beyond Blue, the Australian Psychological Society, and the Principals Australia Institute.

KidsMatter Primary aims to help:

- improve the mental health and wellbeing of primary school students;
- reduce mental health problems in students; and
- achieve greater support for students with mental health problems and their families.

This year the Parent and Friends of St Philip Neri established a Parent Support Program which is about volunteers helping out those in our school community when it is needed. Especially times such as illness, bereavement, separation or accidents. All support is offered on a confidential basis with complete privacy and anonymity. Examples of assistance are: Providing Meals; Assisting with Transport; Providing Emergency Accommodation; Washing/Ironing; Shopping; Hospital visits; and Mowing Lawns. The underlying philosophy of this program is that 'There is no shame in asking for help, only in someone not offering it.'



#### 4.4 Resolving Issues

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

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

#### 4.5 Work Health and Safety

Each school is required to implement and comply with the Diocesan School System Work Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS 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 WHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual WHS Plan. External WHS 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 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 continued with the implementation of our current 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, otherwise known as our SIP to increase student learning outcomes. We also apply the knowledge and practices gained in the Learning and Teaching domain through Leading Learning policies and practices 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 continued with our participation in the Extending Mathematical Understanding Program (EMU) with the Australian Catholic University in Ballarat. This programme enabled us to continue identifying the children in our school who are vulnerable at Mathematics by implementing the Mathematical Assessment Interview (MAI).



Teachers continued with their second phase of professional development on developing effective Mathematical pedagogical practices. This year we trained another Numeracy Specialist Teacher whose role is to work with the school's EMU team in continuing implementing the intervention program. St Philip Neri School Community's continued involvement in this project, has allowed teachers' pedagogical practices to evolve due to the action research and practitioner inquiry model that was implemented. As a result of continually targeting all vulnerable children K-6 and implementing interventions once again this has resulted in increased student learning outcomes. This is obvious in reassessed vulnerable children exhibiting growth of an average of 2 growth points. This program is sustainable as it is embedded in our Mathematics Policy. Another Numeracy Specialist will be trained and Phase 3 of the professional learning will continue next year. At St Philip Neri School we can now say that throughout our Maths programmes we are decreasing vulnerabilities for children learning Mathematics and this is evident in our NAPLAN data which explicitly articulates our continued growth in Mathematics Learning.

We have continued with our Strategic 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 iPads 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 however we are updating to a more innovative model of the interactive whiteboard. 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. The school librarian has successfully rolled out the new Destiny system which is assisting with managing the library resources more effectively.

We are still 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 two Chemistry units focusing in on the study of Refraction and Reflection of light, and the molecular make up of Bubbles.

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 undertook tests as part of 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 Communities. 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 2013 cohort, there were **25** students in Year 3 and **19** students in Year 5.

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



### Band Distributions (%) – Year 3

|                         |          | Band 1 | Band 2 | Band 3 | Band 4 | Band 5 | Band 6 (+) | % at or above national minimum |
|-------------------------|----------|--------|--------|--------|--------|--------|------------|--------------------------------|
| <b>Reading</b>          | State    | 2.8    | 9.7    | 16.3   | 24.6   | 18.7   | 27.9       | 96.3                           |
|                         | National | 2.8    | 8.7    | 17.3   | 23.5   | 22.6   | 23.2       | 95.3                           |
|                         | School   | 0      | 7.7    | 7.7    | 19.2   | 15.4   | 50         | 100                            |
| <b>Writing</b>          | State    | 2.0    | 5.5    | 15.2   | 23.1   | 37.0   | 17.2       | 96.1                           |
|                         | National | 3.1    | 5.2    | 14.3   | 28.8   | 29.9   | 16.7       | 95.0                           |
|                         | School   | 0      | 0      | 3.8    | 7.7    | 34.6   | 53.8       | 100                            |
| <b>Spelling</b>         | State    | 4.4    | 5.6    | 17.6   | 22.8   | 24.3   | 25.3       | 95.5                           |
|                         | National | 4.2    | 9.2    | 17.2   | 24.9   | 23.0   | 19.5       | 93.9                           |
|                         | School   | 0      | 0      | 3.8    | 11.5   | 34.6   | 50         | 100                            |
| <b>Gr. &amp; Punct.</b> | State    | 3.2    | 7.5    | 14.2   | 20.7   | 23.7   | 30.7       | 96.4                           |
|                         | National | 2.8    | 7.2    | 14.8   | 22.3   | 24.0   | 27.1       | 95.3                           |
|                         | School   | 0      | 3.8    | 7.7    | 15.4   | 15.4   | 57.7       | 100                            |
| <b>Numeracy</b>         | State    | 2.8    | 8.3    | 21.5   | 28.7   | 24.8   | 14.0       | 96.5                           |
|                         | National | 2.3    | 9.9    | 23.9   | 30.4   | 20.6   | 11.0       | 95.8                           |
|                         | School   | 0      | 3.8    | 7.7    | 23.1   | 26.9   | 38.5       | 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 2014 with the expectation that students will continue to extend and develop their skills in these critical areas. Prior to NAPLAN 2013 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 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    | 1.8        | 9.4    | 22.6   | 28.9   | 22.1   | 15.3       | 97.0                           |
|                         | National | 1.9        | 9.9    | 23.4   | 30.0   | 21.9   | 10.9       | 96.2                           |
|                         | School   | 0          | 0      | 0      | 26.3   | 42.1   | 31.6       | 100                            |
| <b>Writing</b>          | State    | 6.3        | 8.8    | 32.3   | 29.7   | 15.2   | 7.8        | 93.1                           |
|                         | National | 6.4        | 11.8   | 28.1   | 31.8   | 15.0   | 5.1        | 91.7                           |
|                         | School   | 0          | 0      | 21.1   | 31.6   | 21.1   | 26.3       | 100                            |
| <b>Spelling</b>         | State    | 5.5        | 8.1    | 21.1   | 27.3   | 24.7   | 13.2       | 94.4                           |
|                         | National | 5.0        | 11.7   | 23.1   | 27.9   | 19.5   | 10.9       | 93.1                           |
|                         | School   | 0          | 0      | 10.5   | 31.6   | 47.4   | 10.5       | 100                            |
| <b>Gr. &amp; Punct.</b> | State    | 4.6        | 9.3    | 21.8   | 22.3   | 23.1   | 19.0       | 95.8                           |
|                         | National | 3.3        | 10.5   | 22.7   | 28.3   | 21.2   | 12.0       | 94.8                           |
|                         | School   | 0          | 0      | 0      | 21.1   | 52.6   | 26.3       | 100                            |
| <b>Numeracy</b>         | State    | 5.1        | 15.1   | 25.7   | 26.4   | 13.0   | 14.8       | 94.0                           |
|                         | National | 4.7        | 15.4   | 26.4   | 26.7   | 15.7   | 9.3        | 93.4                           |
|                         | School   | 0          | 0      | 0      | 36.8   | 21.1   | 42.1       | 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. Our focus on all areas of literacy particularly writing where we gave attention to explicit criteria in teaching spelling and grammatical features particularly in regards to persuasive texts displayed increased student learning outcomes. Close attention to the standards typically expected at the higher levels will still be a priority in 2014, and explicit teaching of the necessary skills will be an emphasis. In 2014 our major focus will be increasing student outcomes in comprehension. The numeracy results were particularly encouraging and reflected the explicit teaching and intervention that has taken place has been sustained. Intervention from the EMU program has also contributed to the 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 2014.

### **External Competitions 2013**

Forty-eight primary students elected to participate in the Australasian Schools English Competition. They received three Distinctions and twenty-two Credits.

Twenty-four students from Years 3 to 6 participated in the Australasian Schools Writing Competition.

The children demonstrated a high level of writing skills. They received one High Distinction, three Distinctions and six Credits.

Twenty-eight students participated in the Australasian Schools Spelling Assessment. They received two Distinctions and six Credits.

Fifty primary students elected to participate in the Australasian Schools Mathematics Competition. They received seven Distinctions and 23 Credits.

Twenty-six primary students elected to participate in the Australasian Schools Computer Competition. They received five Distinctions and eleven Credits.

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

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

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

The excellent results reflect the outstanding teaching that the children receive, not only in the years they sit for the NAPLAN tests but throughout all the years of schooling at St Philip Neri Catholic School.

This year our targeted interventions which had an identified focus in the areas in reading and writing have increased student outcomes. We worked with literacy consultants on developing our skills on explicit spelling and writing pedagogical practices.



## **Maths Olympiad**

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

This competition comprised of 5 competitions throughout the year where the children were involved in rigorous problem solving activities. This competition is implemented throughout South-East Asia where over 30,000 students participate. The St Philip Neri team scored in the top 25% of team scores in Division J.

Another student received a special encouragement award. Seven of our students scored in the top 10% and 23 students scored in the top 25%. We are so proud of our St Philip Neri students and their outstanding achievements. It has been exciting to see the children develop their problem solving skills and increase their level of proficiency.

## **5.3 Extra Curricula Activities**

### **Music**

A specialist music teacher is employed one day a week. All classes have one lesson per week. In addition there were opportunities for children to participate in a school choir. In the choir children enthusiastically demonstrated their talent at concerts for the rest of the school and for their families.

In Term 4 all students were involved in the School Christmas Concert, 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.

The emphasis in class lessons has been on the development of fundamental motor and gross motor skills, gymnastics, dance, athletics and swimming.

In addition, the students attended clinics for soccer, rugby, cricket and Aussie rules.

The school held successful athletics and swimming carnivals. Children from Year 2 onward were able to participate in diocesan gala days for netball, soccer, basketball, cross country, athletics and swimming. Several elite athletes were chosen to represent Polding at the state level.

For our dance component this year the children had special instruction for the choreography for their Christmas Concert.

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

The children thoroughly enjoy the facilities at Northbridge Oval for their sporting program.

### **Public Speaking**

In 2013 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 2013 our Stage 3 students were involved in a Debating Circle with neighbouring schools in the North Shore Cluster. The students had the opportunity to develop their skills in articulating their point of view and rebutting their case.

### **Chess**

In 2013 children from Years K-6 had the opportunity to participate in the School Chess Coaching Classes operated by The Sydney Academy of Chess. This was highly successful as we had a Junior and a Senior class of 25 participants each. The children were very enthusiastic about developing their chess strategies and skills. Classes were held from 7.45- 8.45am on a Friday morning. It was astounding to witness the children's interest levels never diminishing. This year we had 40 students participate in the school's Chess Tournament.

### **Languages**

In 2013 children also had the opportunity to study a foreign language. The languages on offer were Italian, French or Chinese. The children enjoyed learning these languages with their native speaking teachers.

## **5.4 Professional Learning**

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

At a Diocesan level staff attended a variety of courses in 2013 including:

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

School-based professional learning utilised outside expertise, including Literacy, Numeracy and differentiated education consultants and personnel from the Catholic Schools Office.

Other courses attended by staff included:

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

Workshops conducted by external education consultants focused on contemporary educational pedagogy.

Staff development days focused on Extending Mathematical Understanding Program, Leading Learning sessions led by educators from Auckland University, New Zealand.

The school's executive team continued their participation in the Leading Learning Educational Leadership sessions led by educators from Auckland University, New Zealand.



## 6. Strategic Initiatives

### 6.1 2013 Priorities and Achievements

The Annual Plan for 2013 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 2013 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;
- continued participation in the Extending Mathematical Understanding (EMU) Program 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;
- continued implementation of the 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 their progress by implementing our whole school tracking device;
- implemented effective numeracy blocks;
- continued embedding up-to-date ICLT resources effectively in classroom practice;
- continued with implementation of Restorative Justice Program throughout the school;
- increased student outcomes in all Key Learning Areas and increased learning growth for all students;
- sustained our “bubble class” as this cohort of children transitioned into Year 2;
- 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 2013 with Mathematics and Literacy as a continued 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. The ongoing deployment of new technology e.g. the effective use of iPads continued to challenge educators to examine pedagogy and beliefs about learning. The continued support of the P&F in fundraising facilitated the introduction of iPads in the school;
- 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 sustained enrolments in Stage 3 for 2013 which resulted in the formation of a Year 5 and Year 6 class; and
- we introduced and implemented the KidsMatter programme to nurture the social and mental well-being of students.



## 6.2 2014 Priorities and Challenges

During 2014, 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 2014 with our focus being reading and mathematics. A major focus will be the introduction of the NSW Australian Curriculum which will involve professional learning for all members of the school community. We will target increasing student outcomes in comprehension. St Philip Neri will continue to participate in the third phase of the Extending Mathematical Understanding Program run by ACU to continue deepening 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 will involve goal setting, professional dialogue and analysis of student data will be at the centre of curriculum development. During the 2014 school year, ICLT will continue to be a priority area whereby we will continue to introduce a variety of multi-media technologies that will be integral to our implementation of the new curriculum. 2014 will be an exciting year as we enter a new educational year full of direction guided by our School Strategic Management and Annual School Improvement Plans. Our "Bubble Class" will also transition smoothly into two Year 3 classes which reinforces the high level of sustainability for this particular cohort of children. Our Stage 3 cohort will enjoy another year of a Year 5 and Year 6 scenario. A continuing challenge will be planning strategically so as we can maintain providing a high quality teaching facility whilst effectively implementing a new curriculum and still encountering Government funding cuts.



## 7. Parent Participation

### 7.1 Introduction

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

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

In 2013 there was one major fundraiser: a Dinner Dance (in May) entitled "Casino Royale" co-ordinated by Year 2. The parents decided to raise funds from proceeds of the Dinner Dance for the purchase and installation of new seating and iPads for the children. The equipment was greatly appreciated by the children and their teachers.

The P&F Executive Committee also organised and catered for the Tears and Tissues for Kindergarten parents on the first day of school, pizza lunch for St Philip Neri Day, school disco and the morning tea for Grandparent's and Grandfriend's Day.

Every class has a group of parents who take on the role of class parents. In 2013 their responsibilities included:

- co-ordinating informal get-togethers for parents and children
- welcoming new families
- helping mothers with new babies or illness in the family
- assisting class teachers in a variety of roles
- assisting the P&F with fundraising efforts and social events.
- Specific functions included organising:
  - Mother's Day Afternoon Tea
  - Welcome Morning Tea for Kindergarten parents
  - End of Year Party
  - Welcome Drinks Evening
  - Father's Day Breakfast
  - Afternoon Tea after Confirmation
  - Morning Tea after First Communion.

The parents also assisted in the launch of our KidsMatter Program. Some parents who are artists assisted the children in designing and painting our KidsMatter Mural. These activities enhanced the spirit of the community and helped to make everyone feel very welcome and involved at the school.

The school promotes and encourages the concept of parents supporting the class teacher in optimising the learning opportunities for the children. Teachers value and appreciate the extra support provided by parents. Parents have assisted in the curriculum areas of literacy, numeracy, sport, technology, art and science. In addition they have accompanied classes on excursions and assisted in the library and the learning centre. During the year parents have worked closely with the teacher-librarian shelving and covering library books and take-home reading books.



The Uniform Shop is run by parent volunteers. They manage the shop and organise the ordering, purchasing and stocking of summer, winter, and sports uniforms. Profits from the Uniform Shop are presented to the P&F. Parents are always supportive of our sporting events. Many parents assisted at our whole school swimming and athletics carnivals. Parents also helped with the coaching and training of our athletes for gala days and cluster carnivals and were often called upon to take on significant roles at these events.

In 2013 some family members suffered severe illness. The parents of the St Philip Neri community need to be commended for the way in which they reached out and assisted these families by preparing meals, minding children, and collecting and dropping off children to school.

2013 was another year that we greatly valued our amazing parents and their participation at St Philip Neri! It was another year to give thanks for being blessed with the continued valuable partnership that we have with our parents.

## 7.2 Parent Satisfaction

At the end of 2013, 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

- The great support from teachers and other parents in developing the values that are pertinent to Catholic Life
- The excellent support that is provided for parents and families throughout the Parish based Sacramental Programs
- 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 warm and generous community feel.
- The excellent 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
- 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
- The way in which the school, religious curriculum and liturgies provide children with a sense of belonging to a Catholic Community.

### Teaching and Learning

- The quality and content of the teaching syllabus
- The excellent, caring and supportive teachers
- The well -resourced and supportive learning environment
- The organisation and structure of the classrooms
- 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 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
- Highly motivated staff who strive to meet children's needs
- Nurturing environment
- Diverse educational and extra-curricular opportunities are provided
- High parent involvement in classrooms

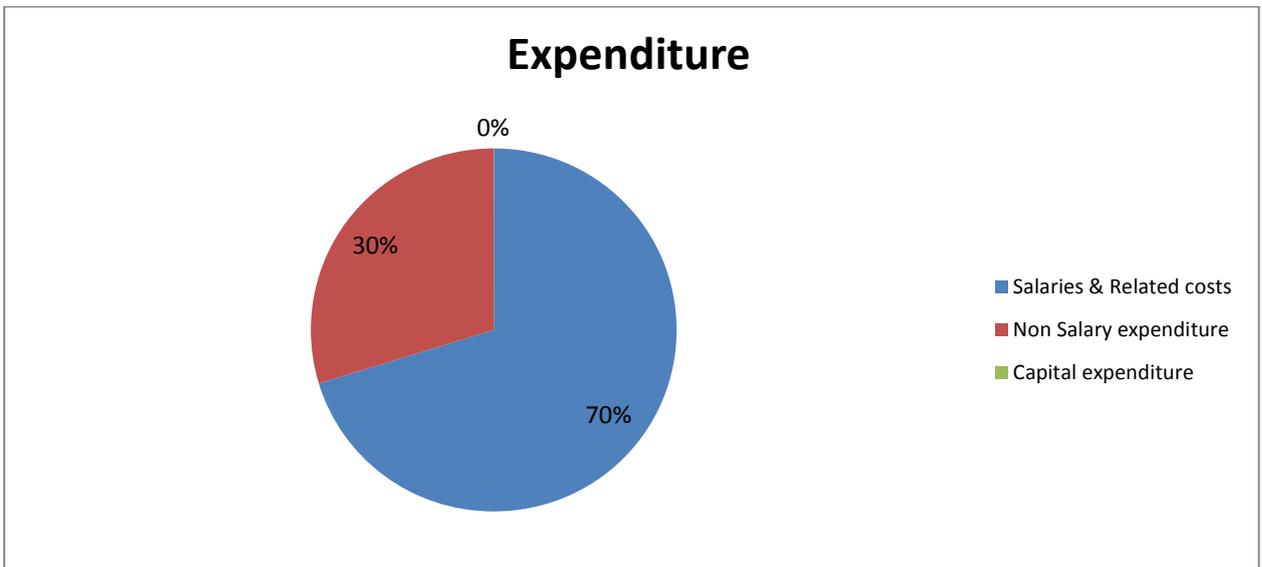
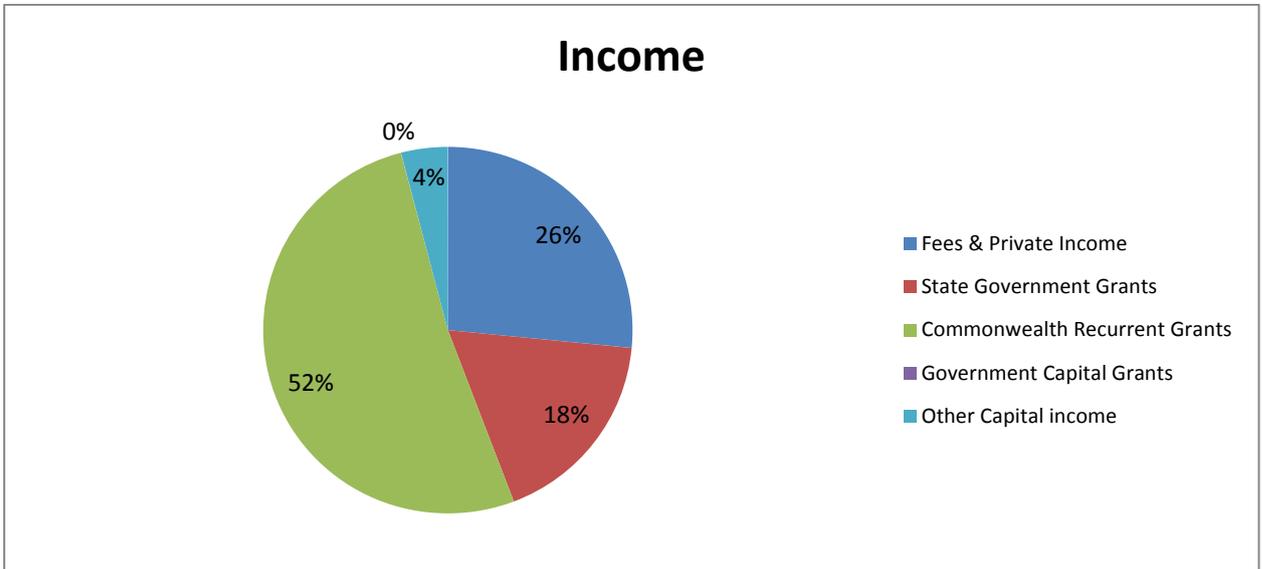
### **Pastoral Care**

- The introduction of the KidsMatter program for parents and children has assisted parents to recognise signals of stress, anxiety and worry. It has also provided strategies to deal with these situations.
- The way the KidsMatter Program has united parents and children.
- The KidsMatter launch day which was a fantastic celebration for all families.
- The stunning KidsMatter Mural which is a daily reminder of the importance of "Mental and Social Well-being" for all.
- Parent Workshops presented by the KidsMatter educational consultant.
- A beautiful nurturing environment.
- Class parents.
- School fosters genuine care and concern across the St Philip Neri Catholic Community.
- An environment which is enriching, welcoming, supportive and fun.
- An inclusive community and a sense of belonging permeates.
- 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.