

# 2017 Annual School Report

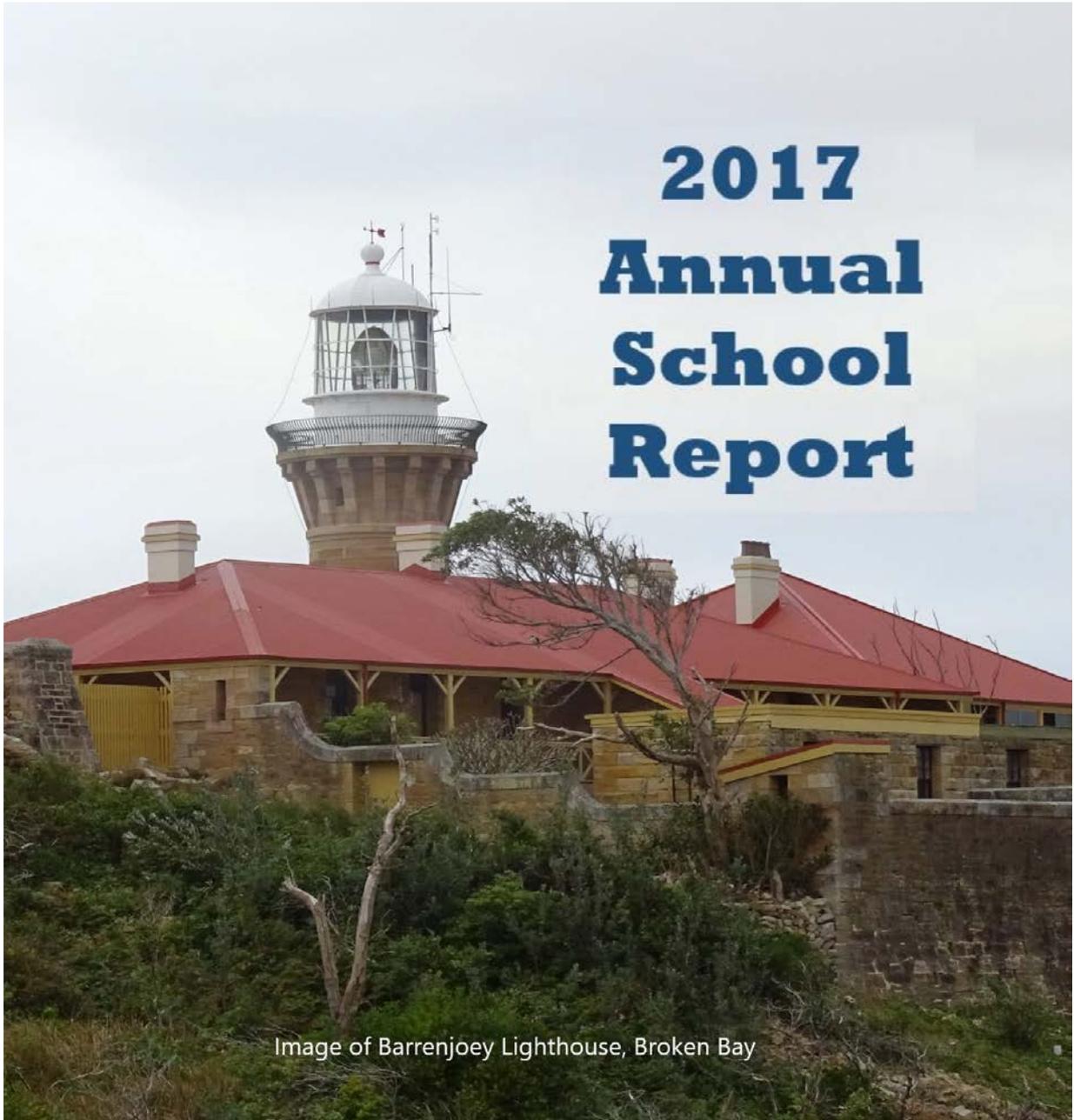


Image of Barrenjoey Lighthouse, Broken Bay



## St Philip Neri Catholic Primary School, Northbridge

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## ABOUT THIS REPORT

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

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

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

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

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## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

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### **Principal's Message**

2017 was a year of reflection, evaluation and setting future directions. The School participated in the Tier 1 and Tier 2 Diocesan review program and was found to be compliant in all curriculum and non-curriculum areas (Tier 1). The Tier 2 review provided external validation by a panel that critiqued the quality of the School in the areas of Mission, Learning and Teaching and Pastoral Care and validated the School's future directions. The chair of the panel described the School as *"a very good school with much to celebrate. The School offers a rich and diverse educational program for the students in its care and their learning outcomes are high. The students are vibrant, confident, and articulate learners."*

This year the School continued to give witness to our Catholic faith in all that we do. We strengthened the partnership with our parish with the commencement of Parish Family Mass each term. We also continued to support the Lete Foho parish in East Timor, authentically living our school motto "Deeds Not Words".

In this 2017 Report, I am proud to showcase our many achievements and highlight our goals and direction for the future.

### **Parent Body Message**

The P&F have delivered an outstanding mix of events, activities and services to our school in meeting priorities, becoming a more contemporary P&F and developing our school community. We also raised money to upgrade our play space and purchase new library books. The P&F organised events ranging from the Welcome Drinks, Kindy Tears & Tissues, Mother's, Father's and Grandparent's Day Afternoon Teas, St Philip Neri Feast Day, Shrove Tuesday, the School Disco and Christmas Party.

Special thanks to the Year 2 families for their amazing efforts in organising the year's major fundraiser. It was an extremely successful event and delivered its goals. The new P&F structure worked well and has helped in the delegation of tasks more effectively. Our P&F is more visible in our school and there has been a huge increase in attendees at P&F meetings. This year the P&F has been very active with fund raising through The Art of Wine and Cheese Night, STEM-athon, raffle tickets and movie night. . In addition, we have been able to provide new books for our library through our Book Club and Grandparent's Day. An AMAZING achievement for our little school.

### **Student Body Message**

The students at St Philip Neri were active learners in 2017. We participated in a STEM-athon, the Maths Olympiad and continued coding lessons. We also showcased our creative talents at our end of year concert and continued our Social Justice outreach to Lete Foho in East Timor. We had many opportunities, at St Philip Neri, with our sporting carnivals and gala days, excursions and incursions, band, choir, liturgies and parish/school Masses. 2017 saw the introduction of "lunch clubs" to support student wellbeing during break times, including Coding Club, Dance lessons, Bricks for KidZ lego technics and Double Dutch Skipping. The establishment of our SPN community Veggie Patch was also a highlight this year.

Our Catholic faith is at the heart of all we do at St Philip Neri. Throughout the year we celebrated liturgies and Mass as a whole school and community for many reasons including: ANZAC Day, Grandparent's Day, Mother's Day, Easter and our St Philip Neri Feast Day. Learning at St Philip Neri is always interesting, challenging and most importantly exciting. The teachers at St Philip Neri always ensure that every student is helped and supported on an individual level.

### **Parish Priest's Message**

2017 was my second year as Parish Priest of the Lower North Shore Parish. In 2017 we trialled infants and primary family Masses with great success and we will continue this in 2018. The Parish Sacramental Program continued with Reconciliation celebrated in Term 1, Communion in Term 2 and Bishop Peter celebrating Confirmation in Term 3. The end of 2017 saw the renovation of the administration building, the school playground and the Parish Hall. This all stopped when we had the usual Christmas Eve celebration with our outdoor Mass in the school grounds complete with the donkey who makes an annual visit to St Philip Neri. The School has had a great transformation over the break and we now have a much improved St Philip Neri Parish and School facilities for our students and staff to enjoy.

Fr Vincent Musindalo joined our parish team at the end of 2017. Fr Vincent was born in Kenya and he will assist in providing pastoral support to the School. In July of 2018 Bishop Peter will be making an official visit to the parish and in August he will extend this visitation to the teachers and students.

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## SECTION TWO: SCHOOL FEATURES

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### School Features

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

The 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 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 humanist who was fond of holding informal prayer meetings and instructional gatherings. He was known and loved as the Apostle of Rome. The School is also steeped in the charism of Mary MacKillop and is reflected in the School's motto "Deeds not Words".

The School's vision is to respect others, embrace challenge, and celebrate diversity, reaching out to others through actions and relationships. The School offers a welcoming Christ centred community, quality teaching and learning, specialist programs - Physical Education, Library, Music and Band, access to various ICT devices and support of students pastoral care through programs and structures such as Restorative Justice and *KidsMatter*.

Features of the learning environment include modern classrooms with breakout spaces for small group instruction, a well resourced library/learning centre, a sound proof music room, an outdoor amphitheatre and a parish hall. At the end of 2017 the administration building underwent a major refurbishment with the upgrading of our office, meeting room, student sick bay and staff facilities. A major initiative for 2017 was the playground upgrade in the amphitheatre area. This involved the construction of a developmental and creative play space including a sand pit, dry creek bed, sensory tunnels, blackboards, outdoor board games and the addition of playground storage for loose parts and construction materials. This new area has provided students with a number of play options during break times.

In 2017, students had opportunities to participate in many extracurricular events and activities including:

- Year 6 Diocesan Public Speaking competition
- Year 6 North Shore Inter School Debating Competition
- Maths Olympiad Australian Mathematics Competition
- Scope IT Coding classes K-6
- K-6 STEMathon
- Band and instrument tuition – flute, clarinet, saxophone, trumpet, trombone
- Choir Specialist
- ICAS competitions
- Lunch Clubs including, Coding, Brickz for KidZ Lego, Double Dutch Skipping, Drawing and Dance classes
- Chess lessons

- Mini Tennis
- French lessons
- Celebrations for Book Week
- End of Year Performing Arts Concert

Parents also play an active part in the life of the School with opportunities for parents to be involved through the P&F, as class parent representatives, as classroom helpers and in the uniform shop.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
99	93	26	192

\* Language Background Other than English

Enrolled students are predominately from the surrounding areas. Many enrolments are from families whose parents attended the School and value its outstanding educational quality. New families that have relocated from other suburbs and from overseas (who are on work contracts) are also represented.

### Enrolment Policy

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

### Student Attendance Rates

The average student attendance rate for the School in 2017 was 94.17 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
95 %	93 %	94 %	95 %	95 %	95 %	92 %

## Managing Student Non-Attendance

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

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

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

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

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School website](#). The following information describes the staffing profile for 2017:

<b>Total number of teaching staff by NESA category</b>	14
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	14
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
<b>Total number of staff</b>	17
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	3

### Professional Learning

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

<b>Day 1</b>	Faith Formation - Laudato Si, exploring the Papal Encyclical
<b>Day 2</b>	Introduction to the Google Suite
<b>Day 3</b>	Developing classroom programs in the Google Classroom

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## SECTION FIVE: MISSION

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

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

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

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

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. The School prayer is incorporated into school assemblies every day. Mass and liturgy are celebrated as a community. 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 the 2018 student leaders were announced. A school/parish initiative commenced this year with two Saturday evening Parish Masses being held for the infants and primary students in May and September.

The children had many other opportunities to celebrate masses and liturgies throughout the year. Some of the significant events recognised on the School's liturgical calendar included: Catholic Schools Week, Mothers' Day, Ash Wednesday, Holy Week, Easter, St Philip Neri Feast Day, Mary MacKillop Feast Day, Grandparent's Day, Mission Week and Advent. Diocesan celebrations were also attended by the School community. Teachers attended the Diocesan Schools Staff Mass in March and the Year 6 School Captains attended the inaugural leaders day with Bishop Comensoli. Year 6 students also attended the Diocesan Mission Mass in October.

Staff participated in weekly prayer as part of staff meetings. Beginning and end of year staff liturgies provided a welcome and thanksgiving opportunity for all staff members. Mission formation opportunities for staff in 2017 included a staff development day on the Papal Encyclical "Laudato Si" and a staff twilight exploring the Diocesan resource "Walking the Way."

The School leadership team attended PL on developing *Cultures of Thinking* facilitated by Ron Ritchhart (external consultant). A range of thinking routines were subsequently introduced to the staff and used in Religious Education programs with assistance from CSO education officers. Some work on Religious Education assessment began in the latter half of the year whereby teachers discussed the use of the A-E common grade scale in reporting and the use of appropriate assessment tasks to inform grading.

The School's social justice program provided children with opportunities to respond to both global and local social justice. The \$1 line for Caritas and a visit from Father Semiti (East Timor) in February highlighted ongoing commitment to the community of Lete Foho. Fundraising events for various organisations continued throughout 2017 including a Christmas card competition for LeteFoho. St Vincent De Paul Winter and Christmas appeals, Catholic Mission and Mary's House Women's Refuge.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **Primary Curriculum**

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

In the area of Science & Technology (S&T), staff continued to implement the skills of working scientifically and technologically in their teaching programs and into their classroom practice. Several Professional Learning sessions with the CSO Science and Technology Education Officer enabled the teachers to further embed an inquiry approach into their S&T teaching learning experiences. A STEMathon day held in September further consolidated STEM (Science, Technology, Engineering and Mathematics) skills at the School. STEM skills have been identified as being critical skills in preparing students for the jobs they will have in the future.

The Extending Mathematical Understanding (EMU) intervention group continued in 2017 with mathematically vulnerable students in Year 1 receiving support to improve conceptual understanding in the *number* strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

The Learning Support Team continued to support students across all classes. MultiLit and MiniLit Programs were implemented for students in Kindergarten to Year 3 who required targeted intervention. Students with identified needs received support within classrooms through both small group and individual intervention to assist children with their reading, comprehension and numeracy skills.

In 2017, students were given many opportunities to participate in enrichment programs to extend their learning. A group of students from Years 4 to 6 took part in the Maths Olympiad, debating and public speaking and the Willoughby Council Literacy Competition. The latter of which provided an excellent opportunity for budding writers to experience the writing, editing and publishing process for a public forum.

Three teachers attended *Cultures of Thinking* workshops in 2017. This series of workshops deepened teachers' understanding of what it means to build a culture of thinking within the community. The thinking routines were explored by both staff and students throughout the year across various KLAs, enabling students to showcase a greater depth of knowledge as a result of their use of these routines.

Literacy and Numeracy parent workshops were offered throughout the year to develop parents' understanding of learning outcomes in both key learning areas and to further support their children in achieving their potential.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### NAPLAN

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

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

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	84.00 %	55.50 %	0.00 %	10.50 %
	Reading	88.00 %	51.60 %	0.00 %	10.00 %
	Writing	100.00 %	44.60 %	0.00 %	7.50 %
	Spelling	88.00 %	45.60 %	0.00 %	13.10 %
	Numeracy	68.00 %	39.80 %	4.00 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	75.00 %	34.40 %	0.00 %	17.50 %
	Reading	79.17 %	37.00 %	0.00 %	14.60 %
	Writing	33.33 %	15.80 %	4.17 %	19.40 %
	Spelling	70.83 %	34.30 %	0.00 %	14.10 %
	Numeracy	62.50 %	27.90 %	0.00 %	14.60 %

## NAPLAN Comments

Analysis of the 2017 NAPLAN data indicated a significant number of key strengths, while also assisting in the identification of future directions for growth. It is most pleasing to note the percentage of students achieving in the top two bands in both Year 3 and Year 5 was significantly above the National percentages in every test area. This trend has been seen consistently over many years for the School. A particularly outstanding achievement in 2017 was 100% of Year 3 students achieving in the top two bands for Writing and 84% or more of Year 3 students achieving in the top two bands for all other areas of Literacy. The Learning Support team work closely with all teachers to support students in most need. Evidence that this extra support works extremely well for our vulnerable students is indicated by very minimal school representation in the lower bands.

Year 5 data in the areas of Reading, Grammar and Punctuation and Spelling was also consistently strong with 70% or more students achieving in the top two bands. A dip in Year 5 Writing data for 2017 was mirrored in National data but closer analysis of the School's data will precipitate a renewed focus on text structure and language and cohesion particularly in the middle and upper primary years. This will further enrich the quality of student's work. PL for staff relating to moderation of student writing samples using the Literacy continuum and NAPLAN writing criteria will be a focus in 2018.

The Year 3 and Year 5 Numeracy data was also strong with the majority of students achieving in the top two bands. This is consistent with NAPLAN Numeracy performance in recent years. Whilst the implementation of the Extending Mathematical Understanding (EMU) program has developed students' conceptual understanding in the *number* strand, a closer analysis of Numeracy data has highlighted the need to further develop student mathematical thinking so that they can master more complex and challenging tasks. A professional learning focus for school leadership and Stage 3 teachers in 2018 will be their participation in the Encouraging Persistence, Maintaining Challenge (EPMC) Mathematics program facilitated by Dr Peter Sullivan (Monash University, Victoria) to further develop teacher capacity and student skills in this area.

### **Pastoral Care Policy**

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2013) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

### **Behaviour Management and Student Discipline Policy**

The School's policies and procedures for the management of student behaviour are aligned to the Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

### **Anti-Bullying Policy**

The School's Anti-Bullying guidelines and procedures are based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

## **Complaints Handling Policy**

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

## **Initiatives Promoting Respect and Responsibility**

The School's Pastoral Care Policy and practices are aligned with the Diocesan Pastoral Care Policy and are expressed through the implementation of the *KidsMatter* framework. In 2017, the School continued its commitment to *KidsMatter*, wellbeing and Restorative Justice practices and began work on Positive Behaviours for Learning (PBL). Staff, students and parents were involved in the development of the 'St Philip Neri PBL Matrix' which outlines the three overarching school rules: We are Respectful, We are Responsible and We are Life-Long Learners. The PBL framework will be officially launched in 2018 and will be supported by a mini merit system to reward and affirm students demonstrating positive behaviours.

To support our youngest students a Year 6 buddy is assigned to Kindergarten students when they begin school. The buddy takes care of the children as they settle into school life. Students in Year 5 complete a unit of work on leadership that develops concepts of service to others as outlined in the Gospels. They are then elected into leadership positions for the following year. The children in Years 3 to 5 are encouraged to elect leaders who display qualities such as honesty, positive behaviour, and encouragement of others as well as considering students who have upheld the School motto and demonstrated involvement in school life.

Through regular community outreach parents and staff have had the opportunity to respectfully consider those in need and recognise their responsibility to support others by sharing time and resources. These opportunities include *LeteFoho* support, sponsorship for *Helping at Home*, *Sock it to Poverty Mission* activity and *Gold Coin Lines*.

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## SECTION NINE: SCHOOL IMPROVEMENT

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

### Key Improvements Achieved

The Annual Plan for 2017 was developed from the SIP 2015-2017. Key school initiatives for 2017 are outlined in three strategic domains in the Annual Plan. Detailed below are the achievements in each domain:

#### Catholic Mission

- quality teaching, and targeted assessments as an integral part of RE teaching and learning
- increased involvement in community and outreach programs; school leaders leading initiatives particularly for Lete Foho and include the SRC, Restorative Justice members in the process.

#### Learning and Teaching

- students are able to set goals to inform their learning pathway
- students have been provided with more opportunities to learn and apply appropriate digital technologies through the lens of STEM

#### Pastoral Care

- students are able to reflect and be guided by social, personal and emotional goals
- development of the whole school behavioural expectations matrix, the 'St Philip Neri PBL Matrix'.

## Priority Key Improvements for Next Year

Following the School's 2017 review and the development of the 2018-2020 Strategic Plan, the School will work towards the following key improvements for 2018 in the following domains:

### Catholic Mission

- strengthen students' critical, creative and reflective thinking in RE through the development of assessment tasks that are aligned to the Quality Assessment Framework, allowing students to demonstrate knowledge at higher levels.

### Learning and Teaching

- create a culture of challenging learning through the development of assessment tasks that enable students to demonstrate their knowledge at the higher levels (top 2 bands) against the common grade scale
- integrate ICLT capabilities into teaching and learning strategies as well as through assessment.

### Pastoral Care

- launch the Positive Behaviours for Learning Framework, the 'St Philip Neri PBL matrix' and the student reward system
- map student skills according to the Social and Emotional (SEL) Learning continuum.

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## SECTION TEN: COMMUNITY SATISFACTION

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

### **Parent Satisfaction**

Parents at the School are very enthusiastic, providing support for the staff and children. They express pride in this community and in the many outstanding achievements of the children. Parents have given feedback through discussion and interviews. Consistent strengths have been identified including the following:

- wonderful welcoming community
- focus on faith
- strong partnership between the School, parish and parents
- many good systems in place e.g. KidsMatter, Restorative Justice practices
- dedicated staff who have energy and enthusiasm
- strong academic results
- many opportunities for students.

Throughout 2017, parents and carers have had opportunities to strengthen the partnership between home and school with information sessions offered in a range of areas including: supporting their child with Literacy; Mathematics - Introduction to EMU workshops; Cybersafety - session offered with [The Cybersafety Lady](#); Spirituality - Walking the Way Formation Session.

### **Student Satisfaction**

The 2017 KidsMatter student wellbeing survey and student feedback to the panel as part of the 2017 School Review process indicated a high level of student satisfaction with the School. The introduction of KidsMatter has had a significant impact on the School over the past three years and students have indicated that the pastoral care and the high standard of teaching and learning provided to them was highly valued.

The KidsMatter survey also indicated that students really appreciated the nurturing approach of their teachers, the way they support them in the classroom and meet their learning needs. They also appreciated the friendships they had developed with their peers and the Year 6 Buddy Program that supports our youngest students in the first year of school. Students enjoyed the many opportunities to represent the school academically, in the sporting arena and through the performing arts. Many primary students are keen to join the choir and band and numbers continue to increase.

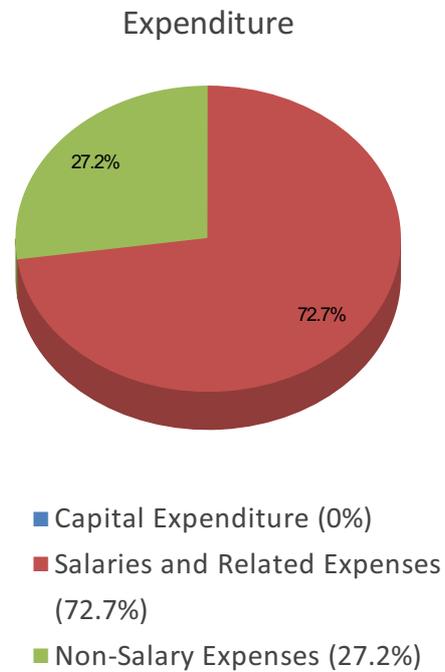
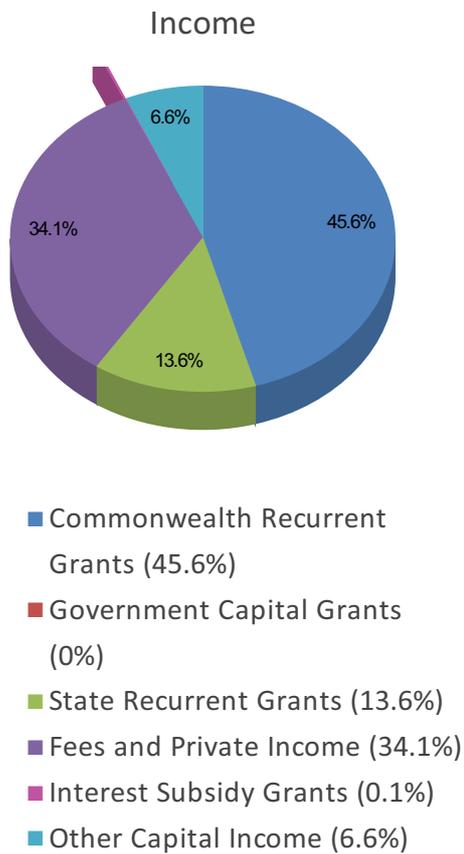
## Teacher Satisfaction

Staff at the School include both experienced teachers and those in the early stages of their career. They see the value of the KidsMatter framework and have embraced the 'Sabbatical/ Wellbeing' week each term. Teacher leadership is high on the agenda with staff encouraged to contribute to the direction of the School. The recent School Review allowed teachers the opportunity to help set the School's learning direction.

In 2017, staff enthusiastically participated in *Cultures of Thinking* workshops and incorporated thinking routines into their classrooms. Teachers also had the opportunity to participate in PL in areas including Google classroom, Google suite, Seven Steps to Writing Success and STEM. They have also been supported by the CSO to attend external PL courses. All members of the teaching staff are actively involved in learning teams and meet on a regular basis to share their understandings around current pedagogy.

## SECTION ELEVEN: FINANCIAL STATEMENT

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



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$1,174,657
Government Capital Grants	\$0
State Recurrent Grants	\$350,945
Fees and Private Income	\$877,698
Interest Subsidy Grants	\$2,872
Other Capital Income	\$169,454
<b>Total Income</b>	<b>\$2,575,626</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$507
Salaries and Related Expenses	\$1,753,203
Non-Salary Expenses	\$656,436
<b>Total Expenditure</b>	<b>\$2,410,146</b>