

# Annual School Report

## 2018 School Year

### St Finbarr's Primary School, Byron Bay



**ST FINBARR'S**  
Catholic Primary School

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[www.bbplism.catholic.edu.au](http://www.bbplism.catholic.edu.au)

## About this report

St Finbarr's Primary School, Byron Bay is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6685 6342 or by visiting the website at [www.bbplism.catholic.edu.au](http://www.bbplism.catholic.edu.au).



## 1.0 Messages

### 1.1 Principal's Message

The primary purpose of St Finbarr's Primary School, Byron Bay is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Finbarr's Primary School, Byron Bay offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Finbarr's Primary School, Byron Bay has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- Students competed in the Regional and State Robotics competition and were national finalists. In 2019 they have the opportunity to represent Australia at the *FIRST* LEGO League Razorback Open Invitational, Fayetteville, Arkansas, USA.
- Participated with Distinction and High Distinction across all learning areas of national competitions.
- Stage 3 engaged in extra learning opportunities to extend and enrich their students in the Australasian Problem Solving Mathematical Olympiad.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Students participated in the ANZAC Day march with students involved through speeches and reading.
- Was represented at the ANZAC Day and Remembrance Day services at the local nursing home.
- Mini Vinnies team raised awareness and funds for the disadvantaged.
- Celebrated Mothers' Day and Fathers' Day with a whole school breakfast and school assembly.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- The school Cross Country, Swimming and Athletics Carnivals and intra-school house competitions provided an opportunity for all students to compete and develop their individual skills and teamwork.
- St Finbarr's teams performed well in Zone Swimming, Cross Country and Athletics with individuals reaching Diocesan and State level.
- Individual students reached district level in a wide range of sports.



There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Finbarr's Primary School, Byron Bay is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Timothy Bleakley  
Principal

## **1.2 A Parent Message**

The St Finbarr's parish school community has once again worked hard to support a strong and happy school culture.

St Finbarr's parents were involved in a wide range of school community activities throughout 2018. These included school family celebrations like the Mothers' and Fathers' Day Breakfast and Blessing, social gatherings like the parents' Winter Soirée as well as weekly assistance in classroom and at sporting events. This year we also introduced the Finnie's Family Friday; where each month our Social Committee organised dinner at a local venue. These events were very successful in bringing the community together.

The Parish School Forum has been led this year by a cohesive and positive team that has supported a number of school initiatives. One of the most successful outcomes of the Forum's work in 2018 was the purchasing of technology, LEGO and robotics equipment for the school. This allowed the students hands on learning experiences in STEAM, the creation of lunch time LEGO clubs and Science workshops. The purchasing of this equipment has also resulted in a St Finbarr's Robotics Team selected to represent Australia in America in 2019.

I am sincerely grateful to all St Finbarr's parents and the Parish school community for their wonderful support of our school.

Rachel Kearey  
Chair  
St Finbarr's Parish School Forum

## **2.0 This Catholic School**

### **2.1 The School Community**

St Finbarr's Primary School, Byron Bay is part of the Holy Spirit Parish which serves the communities of Bryon Bay and Bangalow, from which the school families are drawn.

Last year the school celebrated 104 years of Catholic education.

The parish priest Fr David Gilbey is involved in the life of the school.

St Finbarr's Primary School, Byron Bay is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- The Parish-based Sacramental Program provides a strong link between the school and the parish community.
- Weekly Altar Serving teams are coordinated and guided by our Leader of Evangelisation.
- Weekly Children's Liturgy are managed by the school staff.
- The school coordinates regular family Masses.



- Students lead initiatives to support Catholic Missions and the St Vincent de Paul Society which are coordinated in conjunction with Parishioners.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

## 2.2 School Enrolment

St Finbarr's Primary School, Byron Bay caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
<b>Male</b>	16	10	18	15	20	19	13	111	111
<b>Female</b>	10	16	32	18	21	22	33	152	155
<b>Indigenous</b> <i>count included in first two rows</i>	1	0	1	1	2	1	1	7	5
<b>EALD</b> <b>(Language background other than English)</b> <i>count included in first two rows</i>	0	0	0	0	0	0	0	0	0

## 2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested

to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
<b>Average Student Attendance rates</b>	93.7%	92.5%	92.6%	92.5%	89.8%	91.8%	93.0%	92.3%

## 2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	0
2.	Those teachers at the NESAs Teacher Accreditation Proficient level.	20
3.	Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	1
4.	Those teachers at the NESAs Teacher Accreditation Lead level.	0
5.	Teachers with recognised qualifications to teach Religious Education.	17
6.	Number of staff identifying as Indigenous employed at the school.	1
7.	Total number of non-teaching staff employed at the school.	10

## 2.5 Teacher Attendance and Retention

The average teacher attendance figure is 93.67%. This figure is provided to the school by the CSO.

- We welcomed a new Principal to St Finbarr's at the commencement of the 2018 school year; Mr Tim Bleakley.
- While Mrs Carolyn Wade is on maternity leave, Mrs Lisa Conte was appointed "Acting Assistance Principal" for the school year.
- Mrs Kate Jones commenced Maternity Leave.
- We welcomed Mr Aaron Wells, Mrs Pam Wells and Ms Liz Jones on to staff.

## **2.6 Initiatives Promoting Respect and Responsibility**

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- During 2018 students were involved in a range of outreach activities. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas.
- Citizenship awards were presented at our fortnightly whole school assemblies, while outstanding citizenship was recognised at the Annual Presentation Assembly with awards from the Lions Club.
- Each fortnight students are involved in Home Groups with a focus on school values and building connections and relationships with students across the school.

## **2.7 Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- In 2018 the school participated in the School Review and Improvement process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next five years.
- During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- As a result of this feedback, staff focused on investigating avenues for gaining feedback from the student body. This led to staff interviewing students in Years 3 to 6 and the creation of Vertical Home Groups.

## **3.0 Teaching and Learning**

### **3.1 School Curriculum**

The school provides a comprehensive 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

- St Finbarr's aims to develop in students a love of learning and engage them actively and cooperatively in the process of lifelong learning through the core values of respect, honesty, personal best, encouragement, teamwork, commitment and belonging.
- Our teachers work collaboratively in professional learning teams where they analyse student assessment data and share effective teaching strategies in order to assist students to achieve high levels of learning.
- When required, teachers and parents work in partnership with the Leader of Pedagogy, Leader of Curriculum and Addition Needs Teacher to support students in their personalised learning plans.



The school continues to work towards developing 21c pedagogy. This pedagogy will underpin learning across the school. New classroom furniture was purchased in 2018 to ensure students can work collaboratively in modern, functional and flexible learning spaces.

The parish primary school offers a strong co-curricular program which includes student participation in:

- An end of year musical concert.
- A dance program.
- Finnie's Idol Talent Show in Term 4.
- School Band which meets regularly each Thursday and performs at assemblies.

## **3.2 Student Performance in National Testing Programs**

### **3.2.1 NAPLAN**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 31 students presented for the tests while in Year 5 there were 36 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Finbarr's Primary School, Byron Bay, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Finbarr's Primary School, Byron Bay students in each band compared to the State percentage.

### Year 3 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
<b>Reading</b>	27.7	43.33	24.7	26.67	20.2	20.0	12.8	6.7	7.2	3.33	3.8	0.0
<b>Writing</b>	10.9	51.6	36.0	74.2	24.3	61.3	18.4	45.2	5.4	9.7	2.8	6.5
<b>Spelling</b>	25.8	25.8	25.0	25.9	21.0	29.03	13.7	12.9	8.0	0.0	4.4	6.5
<b>Grammar and Punctuation</b>	30.9	45.2	16.8	12.9	23.2	19.4	12.5	19.4	8.2	3.2	4.2	0.0
<b>Numeracy</b>	17.8	20.0	25.7	33.3	26.5	16.7	16.6	26.7	10.1	3.3	2.1	0.0

### Year 5 NAPLAN Results in Literacy and Numeracy

#### Percentage of students in Bands 3 to 8

BAND	8		7		6		5		4		3	
	State	School										
<b>Reading</b>	17.4	19.4	20.9	25.0	23.8	30.6	19.6	13.9	11.2	11.1	4.5	0.0
<b>Writing</b>	4.6	4.3	11.5	5.8	27.2	20.3	35.9	47.8	11.5	17.4	7.0	4.3
<b>Spelling</b>	14.6	5.3	22.7	21.1	31.1	28.9	17.7	21.1	9.3	13.2	3.6	10.5
<b>Grammar and Punctuation</b>	18.1	26.3	18.1	26.3	29.1	18.4	16.2	15.8	11.0	10.5	4.9	2.6
<b>Numeracy</b>	12.5	13.5	19.7	16.2	25.9	32.4	26.3	27.0	12.1	10.8	2.6	0.0

As can be seen from the table above, the percentage of students in the top two bands in Reading, for both Year 3 and Year 5, are once again very strong. 70% of students in Year 3, and 45% of students in Year 5 achieved results in the top 2 bands in Reading. This could be due to the

effectiveness of the school's targeted work in structuring guided reading within their Professional Learning Teams.

Numeracy results were strong again this year with no students scoring in the bottom two bands in Year 5 and no student scoring in the bottom band in Year 3. In Year 3 more than 53% of students scored in the top 2 bands.

NAPLAN Writing results scored highly in Year 3 with over 71% scoring in the top two bands. Year 5 results will be further analysed to inform and guide the direction for future improvements in Writing.

### 3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2018 were:

<b>Staff Professional Learning Activity</b>	<b>Date</b>	<b>Presenter</b>
Staff Retreat	30/04/2018	Leadership Team
Literacy Connect: Reading	23/07/2018	Lee Denton
School Improvement Plan	14/09/2018	Paul Wilson and Tim Bleakley
Staff Formation & Catholic Worldview	06/07/2018	Andrew Chin & Sheryl Hurley

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

<b>Activity</b>	<b>Staff numbers</b>	<b>Presenter</b>
Building Cultural Capacity	20	Paul Wilson
EMU Phase Three	3	CSO
K-6 Science and Technology	4	CSO
Learning Progressions	2	CSO

The professional learning expenditure has been calculated at \$7606 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

## **4.0 School Policies**

### **4.1 Enrolment Policy**

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at St Finbarr's Primary School, Byron Bay requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

### **4.2 Pastoral Care Policy**

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

### **4.3 Discipline Policy**

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

### **4.4 Anti-Bullying Policy**

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe



and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

#### 4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

#### 5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Allocated different roles to staff when planning worship to up skill staff.</li> <li>• Provided PD for staff in church documents that guide liturgical decisions for student/adult celebrations.</li> <li>• Provided time for staff to generate ideas and share pedagogy used when embedding CWV across PLC.</li> <li>• Supported staff with planning permeated units.</li> <li>• Provided time to reflect, clarify understanding, ask questions and celebrate the pedagogy being shared in our PLC.</li> <li>• Evaluated own practice and sought feedback from students.</li> </ul>	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> <li>• Research vertical classes K-6.</li> <li>• Research PD programs to link our school framework and values.</li> <li>• Develop lessons to be used in vertical groups.</li> <li>• Create a broad team across K-6 to develop a program.</li> <li>• Invite staff to commit to developing the program and allocate two half mornings to develop it.</li> <li>• Provide PD in Growth mindset.</li> <li>• Research Restorative Practices.</li> </ul>
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Engaged with staff to ensure there is clarity of purpose.</li> <li>• Investigated and interpreted data so as to inform decisions and change.</li> <li>• Consulted consistently and effectively with staff to develop a culture of empathy within and across the staff team by consistently seeking to understand, question, listen and respond to feedback from staff.</li> </ul>	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> <li>• Create Vertical Classrooms to develop student leadership.</li> <li>• Provide opportunities to build leadership and utilize skills of individual staff.</li> </ul>



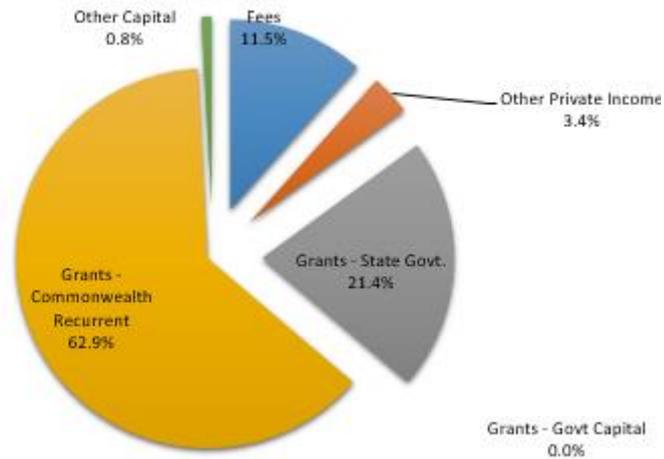
<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Examined and analysed student data including current work samples across K-6, NAPLAN trends from the last 3-5 years, PAT writing and student voice.</li> <li>• Introduced instructional walks to ensure agreed practices are embedded across K-6.</li> <li>• Revisited shared beliefs about writing.</li> <li>• Revisited and refined agreed writing practices.</li> <li>• Refined stage statements of Tier 1 Quality Teaching and Learning Best Practice for English.</li> <li>• Revisited Gradual Release of Responsibility Professional Development.</li> </ul>	<p>Teaching and Learning</p> <ul style="list-style-type: none"> <li>• Align Spelling beliefs &amp; practices.</li> <li>• Maths - revisit beliefs and practices.</li> <li>• Review Maths Block.</li> </ul>
<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Parent education - provided more education sessions for parents.</li> <li>• Promoted school initiatives with parents.</li> </ul>	<p>Community and Relationships</p> <ul style="list-style-type: none"> <li>• Read 'Personalised learning for all' article.</li> <li>• Staff and parent forum read family partnerships article.</li> <li>• Collected parent data annually - provided opportunities for parental involvement.</li> <li>• Investigated research on 'Growth Mindset'.</li> </ul>

## 6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

### 2018 INCOME - St Finbarr's Primary School BYRON BAY



### 2018 EXPENSE - St Finbarr's Primary School BYRON BAY

