

Annual School Report 2016 School Year

St Finbarr's Primary School



ST FINBARR'S
Catholic Primary School

Byron Bay

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About this report

St Finbarr's is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (NSW) 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 to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

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

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2017 following its submission to the BOSTES.

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 <http://www.bbplism.catholic.edu.au>



1.0 Messages

1.1 Principal's Message

The primary purpose of St Finbarr's Catholic primary school 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 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.

2016 marked the St Finbarr's Centenary, which was celebrated on Sunday 12th June. Past and present students, teachers, principals, priests, families and friends joined the school for this celebration. This event saw the school transformed into an interactive exhibition with photos, art work and memorabilia on display. St Finbarr's students have enjoyed studying the history of St Finbarr's in the lead up to this event, and putting this knowledge into the context of the history of Byron Bay. This Centenary celebration offered a platform to showcase the students' creative and performing arts talents, as well as allowing them to celebrate their learning with their families.

The students' learning achievements were showcased throughout 2016 in a variety of ways. Student work was proudly displayed in classrooms, in the school newsletter, on the school Facebook page, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Finbarr's has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2016 the school:

- Achieved above the State NAPLAN mean in most areas of Literacy and our Reading results were once again very strong
- Participated with Distinction and High Distinctions across all learning areas of national competitions
- Offered opportunities for extension and enrichment in the Australasian Problem Solving Mathematical Olympiad
- Engaged in weekly enrichment lessons with a local high school teacher
- Performed well on the Year 6 Religious Education test

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 2016:

- Centenary celebrations showcased the history of our school through the creative and performing arts. This event was open to the local and wider Byron Bay community members and helped make strong connections with our Arakwal community.
- The school participated in the Byron Bay ANZAC Day March and Ceremony.
- The choir performed at whole school events such as the Christmas Fair as well as community events throughout the year.
- Students from Years 3 to 6 participated in the school's Outdoor Education Program.

Students performed very well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- St Finbarr's has been involved in the Sporting Schools Government Program where students have been involved in golf and tennis throughout the year.



- Teams performed well in Zone Swimming, Cross Country and Athletics with individuals reaching diocesan and state level.
- Students in Stage 2 were selected to compete at the State Swimming Titles for the Junior Boys relay.
- The Cross Country team were runners up in the Tweed Zone Cross Country Carnival.
- Individual students reached district level in a wide range of sports.
- Stage 3 students (mixed team) won the Paul Kelly cup in soccer.
- The school cross country, swimming and athletics carnivals and intra-school house competitions provided an opportunity for all students to compete and hone their individual skills and teamwork.

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 is indeed blessed to have such dedicated and enthusiastic people supporting the school.

John Wilson
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.

Parent Involvement

St Finbarr's parents were involved in a wide range of school community activities throughout 2015. These included fundraising events such as our annual Christmas Fair, school family celebrations such as the Mother's and Father's Day Breakfast and Blessing, social gatherings such as the parents' Gala Trivia Night and Welcome BBQ, as well as weekly assistance in the classroom and at sporting events. The school's centenary celebration was a wonderful event, attended by the parish, school and wider community. This showcased the history of St Finbarr's, and with parents' support, created an event that engaged students and families alike.

General Report

The Parish School Forum has been led this year by a cohesive and positive team that has supported a number of parent committees such as Learning for Life, Class Parents and Fundraising. One of the most successful outcomes of the Forum's work in 2016 was the publishing of the St Finbarr's "Flavours" Cookbook, which was published and made available for sale. This was the result of many St Finbarr's families donating their time, recipes and expertise in order to create this Cookbook, which also featured our school's history in our Centenary Year. This was funded through the Forum and will continue to be a source of school fundraising next year.

I sincerely thank all St Finbarr's parents and the parish in general for their wonderful support of our school.

Peter Parker
Chair
St Finbarr's Parish School Forum

2.0 This Catholic School

2.1 The School Community

St Finbarr's is located in Byron Bay and is part of the Holy Spirit Parish which serves the communities of St Finbarr's (Byron Bay) and St Kevin's (Bangalow). School families are drawn from the towns and communities of Byron Bay, Suffolk Park, Ewingsdale, Bangalow and the surrounding district.

During 2016 the school celebrated 100 years of Catholic education.



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

St Finbarr's 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 Sacramental Program
- Weekly Altar Serving teams
- Weekly Children's Liturgy managed by the school staff
- Regular family Masses
- Student lead initiatives to support Catholic Missions and St Vincent De Paul Society 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 caters for children from Kindergarten to Year 6. The following table indicates the student enrolment characteristics:

	K	1	2	3	4	5	6	TOTAL 2016	TOTAL 2015
Male	21	14	17	17	15	17	25	126	116
Female	30	14	13	18	34	19	16	144	124
Indigenous <i>count included in first two rows</i>	0	1	0	0	1	0	0	2	3
EALD (Language background other than English) <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 fortnight by the Assistant Principal. 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 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	91.7%	93.4%	88.5%	92.7%	92.1%	93.7%	92.4%	92.1%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile		Number of Teachers
1.	Those having formal qualifications from a recognised higher education institution or equivalent.	20
2.	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0
3.	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4.	Teachers with recognised qualifications to teach Religious Education.	18
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	10

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 94%. This figure is provided to the school by the CSO.

- We welcomed three new teachers to St Finbarr's this year; Ms Donna Morgan, Mrs Chantelle Cotes and Mrs Shayne Conlon.
- Both Chantelle and Shayne were appointed to leadership roles for 2016.
- Mrs Carolyn Wade returned to her role as Assistant Principal and Mrs Lisa Conte as Leader of Pedagogy.
- In Term 3 we welcomed back Mrs Kate Jones from maternity leave.
- Mr John Wilson resigned from his Principal position and in 2017 will take up a role as Educational Consultant for the Lismore Diocese.

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:



- St Finbarr’s teaches a new component of a school value to students every week.
- At weekly assemblies a student in each class receives the Value Award for demonstrating the school value of the week.
- The weekly value is communicated and explained in our newsletter to inform and educate parents.
- An integrated Personal Development and Health program incorporates social and emotional competencies and the school values.
- The Mary MacKillop Award is presented to a student who “sees a need and does something about it” each fortnight at assembly.
- The Mini Vinnies student group organises opportunities for fundraising and awareness each term for those living in poverty or recovering from natural disasters.

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.

- Teachers provided Circle Time and Class Meetings in their classes that offered provide children the opportunity to provide feedback on school life.
- Members of the school Leadership Team and parents met as the Learning for Life Team, a reference group that enabled leaders to gauge parent and student satisfaction regarding innovations to teaching to and learning.
- SRC Insight Data was conducted in Term 1 and the results were explored with staff and the Learning for Life Team.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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.

The school aims to develop in students a love of learning and engage them actively and cooperatively in the process of life-long learning through the core values of respect, honesty, personal best, encouragement, teamwork, commitment and belonging. Our teachers work collaboratively in Professional Learning Teams (PLTs) 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.

3.2 Student Performance in National Testing Programs

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 34 students presented for the tests while in Year 5 there were 35 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.

In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

At St Finbarr's, 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 SMART 2 Data Analysis workshops.

The following data indicates the percentage of St Finbarr's 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										
Reading	28.1	18	23.7	29	19.0	24	17.1	24	8.9	6	3.1	0
Writing	16.6	12	37.5	47	26.7	27	13.1	12	4.8	4	1.2	0
Spelling	27.4	18	27.0	18	21.7	29	11.5	18	9.2	12	3.1	6
Grammar and Punctuation	34.6	33	18.3	27	19.0	15	20.2	21	4.8	3	3.0	3
Numeracy	19.7	18	19.0	21	22.3	30	24.5	30	11.4	0	3.1	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										
Reading	15.4	20	23.2	26	23.7	25	18.8	14	12.9	3	6.0	3
Writing	5.2	11	13.5	17	31.3	32	33.7	32	11.1	6	5.3	3
Spelling	15.5	14	17.7	11	30.4	34	21.8	29	9.2	11	5.4	0
Grammar and Punctuation	20.9	20	19.9	11	23.4	31	20.4	29	11.4	9	4.0	0
Numeracy	15.5	9	15.0	29	26.6	15	25.8	23	12.9	11	4.3	3

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; with 39% of students in Year 3, and 46% of students in Year 5 achieving 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. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the area of Writing. The small percentage of students achieving minimum standards has followed recent years' achievements and is indicative of the focus placed on individualised student learning programs and intervention strategies adopted by the school.

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 2016 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat	8 th April	Fr Aloysious
Catholic World View	1 st July	Chantelle Cotes
Australian Curriculum – Geography	18 th July	Lisa Conte & Donna Clark
Australian Curriculum – English	10 th October	Lisa Conte

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

Activity	Staff numbers	Presenter
Peer to Peer	8	CSO
Dylan William	5	Dylan William
The Writing Workshop	8	Sheena Cameron
Seasons For Growth	2	CSO

The professional learning expenditure has been calculated at \$7 297 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 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Assessment and Reporting	No change	School Office
Anti-bullying	No change	School Website
Overnight Excursions	No change	School Website
Enrolment	Changes made	School Website
Computer User Agreement	No change	School Website
Medication	No change	School Website
Homework	No change	School Website
Growing As Friends	No change	School Website
First Aid	No change	School Website
Student Attendance	Changes made	School Office
Assessment and Reporting	No change	School Office

4.2 Enrolment Policy

Every new enrolment at St Finbarr's 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.



Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 30 June are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

4.3 Pastoral Care Policy/Student Welfare

The school's Student Welfare Policy is contained within our Growing Together as Friends program which is part of the overarching school framework. As St Finbarr's community members we share beliefs and values and grow together through shared experiences. This policy outlines how the values espoused in our Mission guide us in our teaching and management of behaviour and relationships to truly make St Finbarr's a place of belonging and nurturing that will enable everyone to learn.

The policy is lived out through various elements of the program such as school values, student awards, social/emotional competencies, personal development education and by creating a positive and caring classroom and school environment.

4.4 Discipline Policy

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. The policy is contained with the Growing as Friends program and is discussed with students, staff and parents on a regular basis. Reminders about the policy are regularly included in school newsletters.

Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love for self and others. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

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 develops an Annual Plan drawn from the five-year Strategic Plan. 2016 was a very rewarding year. Listed below are St Finbarr's goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

Catholic Identity and Mission: Strengthen Catholic Identity and Mission

- Embed processes and consistent practice of Christian meditation across K-6
 - Celebrate our Catholic identity and tradition for the year of our school's centenary
 - Further build connections between students (loving like Jesus and school values)
 - Educate, engage and inform parents about the Catholic faith and make connections with initiatives
 - Engage with Catholic Permeation document
-

Organisation and Co Leadership: Broaden ownership of the school's mission and vision through shared leadership and effective schools structures

- Develop school processes, which are transparent and enable staff to share accountability and be part of
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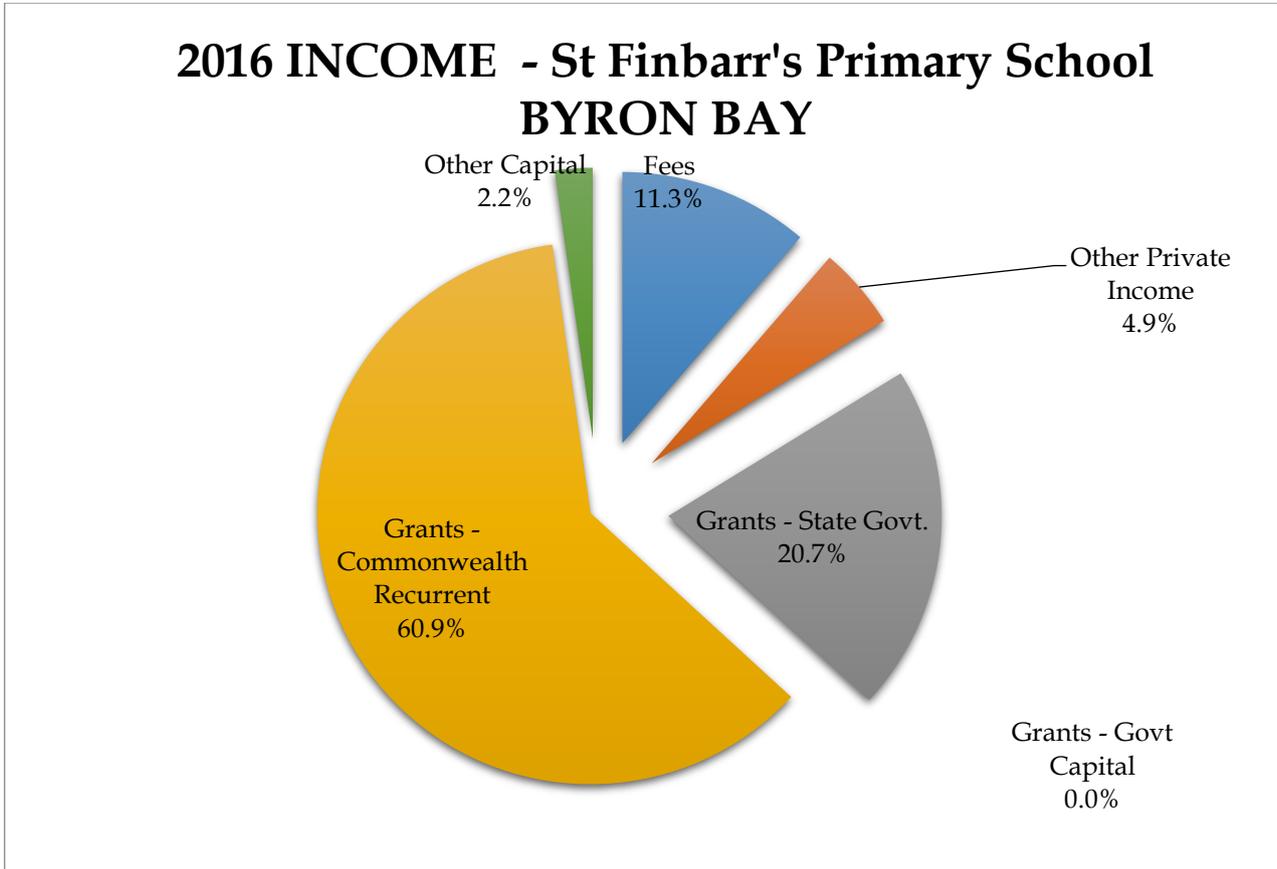


decision making
<ul style="list-style-type: none"> • Refine the school Mission, Vision and Values statements and ensure they owned by all • Establish roles and responsibilities within each team – curricula and extra curricula • Manage the school timetable and staffing resources to support quality Tier 1 intervention and timely, structured Tier 2 and 3 intervention and enrichment • Ensure effective teacher induction process occurs
Teaching and Learning: Build higher levels of learning through improving teacher quality
<ul style="list-style-type: none"> • Add a process during professional learning team time for enriching professional practice • Ensure quality teaching, intervention and enrichment exists for all students • Ensure a variety of highly effective assessment practices are understood and utilised • Develop school scope and sequence guides to programming • Ensure local environmental sustainability and a strong relationship with the Arakwal Community are features of the school curriculum
Community and Relationships : Build strong connections within the school community – staff, parents and students
<ul style="list-style-type: none"> • Undertake a systematic approach to parent education • Raise awareness of personal and school processes to promote an emphasis on appropriate work-life balance

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 2016 is presented below:



2016 EXPENSE - St Finbarr's Primary School BYRON BAY

