

Annual School Report 2017 School Year

St Finbarr's Catholic Primary School Byron Bay



ST FINBARR'S
Catholic Primary School

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About this report

St Finbarr's 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 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 NESA 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 2018 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) 66856342 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.

The students' achievements and accomplishments were showcased throughout 2017. Student work was proudly displayed in classrooms, on school notice boards, in the school office and in our weekly newsletter. 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 2017:

- The percentage of students in the top two bands in Reading for both Year 3 and Year 5 are once again very strong, with 57% of students in Year 3, and 61% of students in Year 5 achieving in the top 2 bands in Reading.
- The school participated at Distinction and High Distinction levels 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.
- St Finbarr's Stage 3 students participated in the Writing Transition Project - facilitated by the local high school.
- Stage 2 students entered into two STEM competitions during the year.

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 2017:

- Every class participated in learning based excursions throughout the year.
- Finnie's Idol offered an excellent opportunity for students from Kinder → Year 6 to showcase their creative and performing arts talents.
- St Finbarr's students represented the school at the Byron Bay ANZAC Day march and ceremony.
- Considerable changes to the date, time and structure of the Finnie's Christmas Fair this year allowed for more community engagement in the lead up to the event e.g.: Make and Create night for parents.
- Kinder → Year 2 Christmas Choir performed at the Finnie's Christmas Fair.
- Mini Vinnie's students performed at the Bayside Aged Care facility in the lead up to Christmas.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2017:

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



I thank you for another year of:
Loving like Jesus
Growing together as friends, and
Learning for Life.

Carolyn Wade
Acting Principal

1.2 A Parent Message

The St Finbarr's parish school community supports a strong and happy school culture.

General Report

The Parish School Forum is a cohesive and positive team of parents of children in all Stages. One of the most conspicuous and successful outcomes of the Forum's work in 2017 was the construction of the basketball court. This took three years of saving and is just about completed. A less conspicuous contribution was funding 50% of the air conditioning for the remaining six classrooms. At the beginning of the year new arrivals who were in classrooms without air conditioning struggled with the summer heat. This will not be the case in 2018.

The Forum supports a number of parent committees such as Learning for Life, Class Parents and Fundraising. It hosts events such as Fannies Fair, family celebrations e.g. Mother's and Father's Day Breakfast and Blessing and social gatherings such as the parents' school dance, Halloween and the Welcome BBQ as well as weekly assistance in classroom and at sporting events.

Last year the Forum published the St Finbarr's "Flavours" Cookbook, which has been selling throughout the year. Upcoming events include Fannies Fair which will be quite different from previous fairs in its scale, location and identity. We hope to see you at the fair and are confident your family will enjoy the new format.

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 Byron Bay and Bangalow. School families are drawn from the towns and communities of Byron Bay, Suffolk Park, Ewingsdale, Bangalow and the surrounding district.

Last year the school celebrated 101 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 guided by our Leader of Evangelisation
- 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
- This year the school re-introduced the Seasons Program.

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 2017	TOTAL 2016
Male	10	19	14	17	18	15	18	111	126
Female	16	28	17	19	21	35	19	158	144
Indigenous <i>count included in first two rows</i>	0	0	1	2	0	2	0	5	2
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 week by the principal and 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 2017 is shown in the following table.



	Kin der gar ten	Ye ar 1	Ye ar 2	Ye ar 3	Ye ar 4	Ye ar 5	Ye ar 6	All Ye ars
Average Student Attendance rates	93.7	92.5	92.5	91.5	93.8	93.2	90.5	92,5

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.	17
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 92%. This figure is provided to the school by the CSO.

- We welcomed five new staff members to St Finbarr's this year: Mr Nick Houghton, Mr Michael Cowley, Mrs Sonya Piccoli, Miss Louise Ninness, Mrs Felicity Leeson and Mrs Caroline Page.
- Mrs Chantelle Cotes commenced maternity leave in Term 1 and Mrs Titian Whittingham commenced maternity leave in Term 3.
- In Term 3 Michael Cowley (Principal) announced his resignation.
- Mrs Carolyn Wade took on the role of Acting Principal for Semester two and Mrs Lisa Conte has been acting in the Assistant Principal role.
- Mrs Carolyn Wade will commence maternity leave at the end of the 2017 school year.
- Mr Tim Bleakley was announced as our 2018 Principal.

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:

- At fortnightly assemblies a student in each class receives the Value Award for demonstrating the school value of the week.
- 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.
- Each term the Mini Vinnies student group organises opportunities raising awareness of those less fortunate and for fund raising for those living in poverty or recovering from natural disasters.



- Mini Vinnie's students performed Christmas carols and delivered Christmas cards to a local aged care facility.
- Whole school had a focus on Soktober - raising awareness and funds for Catholic Missions.
- This year we commenced a Drum Beat and Seasons Program in Semester Two.

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 provided children with an opportunity to provide feedback about school life.
- Stage 3 classes used Google Forms to collect information and data from their students to gauge their level of engagement and seek feedback.
- SRC Insight Data was conducted in Term 1 and the results were explored with staff and the School Improvement Team.
- The CSO Education Consultant facilitated a community consultation session with parents in Term 3 in regards to the upcoming Principal appointment process.

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 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.

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, 40 students presented for the tests while in Year 5 there were 48 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	State	School	State	School	State	School	State	School	State	School
Reading	29.2	37%	21.8	20%	22.7	23%	15.7	14%	6.5	3%	4.0	3%
Writing	14.5	3%	38.7	40%	23.1	29%	17.7	26%	4.3	3%	1.6	0%
Spelling	28.3	24%	24.4	21%	21.1	24%	14.1	27%	9.1	3%	3.1	0%
Grammar and Punctuation	35.8	24%	26.5	44%	14.4	15%	10.7	6%	6.9	9%	6.0	3%
Numeracy	23.0	15%	20.3	24%	27.3	32%	17.0	24%	9.6	6%	2.9	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	State	School	State	School	State	School	State	School	State	School
Reading	18.4	22%	21.3	39%	26.1	31%	17.0	6%	12.7	2%	4.5	0%
Writing	5.3	8%	12.8	14%	30.0	37%	36.0	37%	9.3	4%	6.5	0%
Spelling	17.4	18%	20.8	27%	29.5	33%	19.3	14%	8.1	8%	5.0	0%
Grammar and Punctuation	21.8	35%	14.4	18%	25.7	22%	16.0	18%	15.6	4%	6.4	2%
Numeracy	13.4	17%	19.1	25%	29.3	48%	23.6	10%	11.6	0%	3.0	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; with 57% of students in Year 3, and 61% 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. 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.

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 2017 were:

Staff Professional Learning Activity	Date	Presenter
Staff Retreat	7 th April	Leadership Team
Catholic Worldview	24 th May	Kate Jones
PLC: Writing	17 th July	Leadership Team
Building Cultural Capacity	9 th October	School Improvement Team

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

Activity	Staff numbers	Presenter
The Writing Workshop	8	Louise Dempsey & Sheena Cameron
MAPA Training	4	CSO
Building Cultural Capacity	10	CSO
Teacher Aides Literacy Workshop	4	CSO

The professional learning expenditure has been calculated at \$7096 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 2017.

Policy name	Status in 2017 (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	No changes made	School Website
Computer User Agreement	Changes made	School Website
Digital Devices	Newly created	School Office
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
Alcohol and Drugs Policy	Changes made	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

The school's Student Welfare Policy is contained within our Growing Together as Friends program 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 within 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. 2017 was a very rewarding year with the following key improvement areas achieved this year:

Catholic Identity and Mission: Embed Catholic Worldview across all Science, English, History, and Geography (including evidence of student learning).
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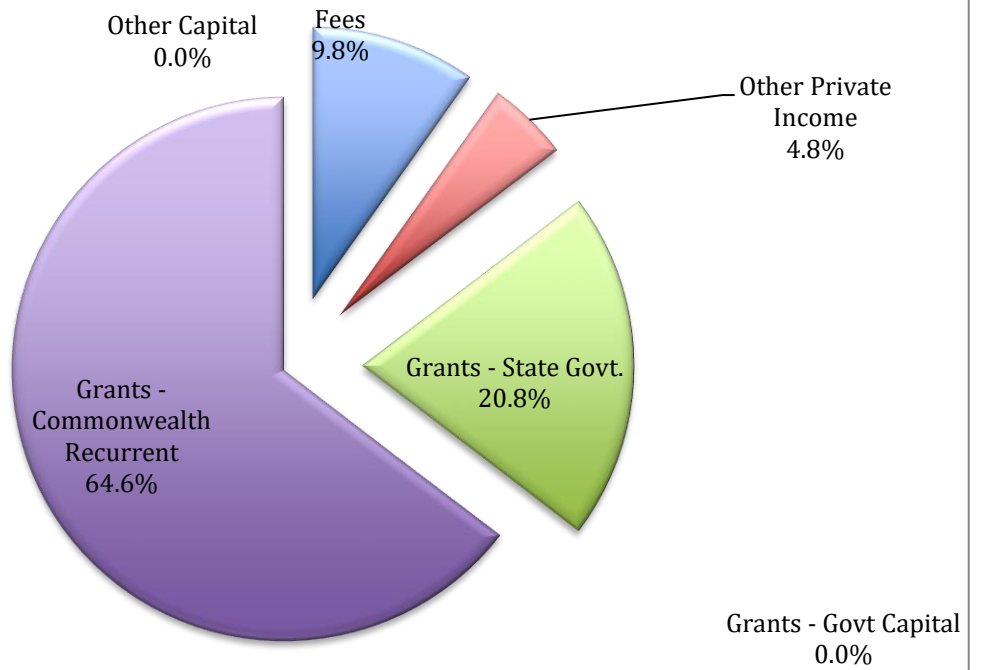
<ul style="list-style-type: none"> ● Leader of Catechesis offered ongoing support (pupil free days, staff meetings, additional workshops, stage meetings) to all staff in order to embed Catholic Worldview across most key learning areas.
<ul style="list-style-type: none"> ● Leadership team offered extra opportunities for staff to share their permeated program to allow for peer feedback.
<p>Organisation and Co Leadership: Establish a technology team to create/oversee a technology plan</p>
<ul style="list-style-type: none"> ● Principal appointed a Leader of Technology, who did an audit on all technology currently being used in the school and evaluated its effectiveness. ● Leader of Technology in collaboration with IT support and Principal (based on above audit) purchased chromebooks, trolleys and iPads for staff and students to use in 2018.
<ul style="list-style-type: none"> ● Leader of Technology drafted a new Acceptable Usage agreement for staff and students.
<p>Teaching and Learning: Strengthen quality Tier 1 practices in English (writing)</p>
<ul style="list-style-type: none"> ● Utilised teams within the PLC to improve practices to improve learning.
<ul style="list-style-type: none"> ● Set SMART goals based on relevant data and effective assessment practice (this was done in stages in relation to their PLT Writing goal).
<ul style="list-style-type: none"> ● Implemented and monitored school tiers of intervention policy.
<p>Community and Relationships: Develop a collective ownership in addressing the pastoral care of students</p>
<ul style="list-style-type: none"> ● St Finbarr's offered support programs that address issues with student's well being: Seasons, Cool Kids and Drum Beat.
<ul style="list-style-type: none"> ● Teachers addressed issues around student safety and connectedness: Project 72, PD units, social and emotional check ins.
<ul style="list-style-type: none"> ● Introduced the Pastoral Care Framework (Term 4)

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 2017 is presented below:

2017 INCOME - St Finbarr's Primary School BYRON BAY



2017 EXPENSE - St Finbarr's Primary School BYRON BAY

