

St Felix Primary School

Bankstown

Annual School Report to the Community

2010



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ACRONYMS AND ABBREVIATIONS USED IN THIS REPORT

ACMA: Australian Computer and Media Association

AIP: Annual Improvement Plan

BER: Building the Education Revolution

BOS: Board of Studies

CEO: Catholic Education Office

ESL: English as a Second Language

IDEAS: Innovative Designs for Enhancing Achievements in Schools

KLA: Key Learning Area

NAPLAN: National Assessment Program – Literacy and Numeracy

NPA: National Partnership Agreement

SMART: School Measurement Assessment and Reporting Toolkit

TE: Teacher Educator

ABOUT THIS REPORT

St Felix Primary School Bankstown is registered by the Board of Studies, NSW, and managed by the Catholic Education Office (CEO), Sydney, the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

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

The *Report* also outlines information about initiatives and developments of major interest and importance to the community during the year and the achievements arising from the implementation of the school's Annual Improvement Plan (AIP).

Accordingly, the *Report* demonstrates accountability to regulatory bodies, the school community and the CEO, Sydney. This *Report* has been approved by the CEO, Sydney in consultation with the Regional Consultant who monitors that the school has appropriate processes in place to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This *Report* complements and is supplementary to school newsletters and other regular communications. The *Report* will be available on the school's website by 30 June 2011 following its submission to the Board of Studies (BOS).

The contents of this *Report* will be discussed at the first Parent Forum in 2011. Further information about the school or this *Report* may be obtained by contacting the school on (02) 9796 7875 or by visiting the website at www.stfbankstown.catholic.edu.au.

PRINCIPAL: W. Nolan

DATE: 17/12/10

MESSAGE FROM KEY SCHOOL BODIES

Principal's Message

This Annual Report provides the school, parish and wider communities with information about the achievements of St Felix Primary School during 2010. Our school motto 'Light of the World' continues to inspire us as we strive to provide an excellent Catholic education for our students.

The school continues to strive to build a learning community. Involvement in the National Partnership Agreement (NPA) in 2010 provided a strong focus on English as a Second Language (ESL), Numeracy and the use and analysis of data.

Parent Representative Body Message

Four formal Parent Forums/Workshops were held during 2010. Focus topics included in Term 1 the School's AIP for 2010 and the NPA, in Term 2 an Anxiety Awareness workshop given by a representative from the New South Wales Mental Health Department, in Term 3 a Computer Safety Awareness presentation by the Australian Computer and Media Association (ACMA) and in Term 4 a workshop on literacy given by the Assistant Principal. Twelve parents attended each presentation or workshop.

Parents continue to be involved in classrooms, on excursions and in the canteen. The parent helper group continued to operate throughout the year and was involved each term in making classroom resources, laminating, photocopying and book covering.

SCHOOL FEATURES

St Felix is a Catholic systemic co-educational primary school located in Bankstown. It is a part of the St Felix De Valois Parish, Bankstown.

The school caters for students in Years K-6 and has a current enrolment of 406 students. The school population has remained relatively stable over the past few years.

Students attending this school come from a variety of backgrounds and nationalities. The present student population is comprised of two hundred and thirteen males and one hundred and ninety three females. Over half of our students come from an Arabic or a Vietnamese speaking background, one quarter from a mixture of Asia/Pacific language background and the remainder from a European and/or English speaking background. We have two indigenous students.

The school employs forty-six staff comprising of thirty-six teachers and ten non-teaching staff, the latter being employed in a variety of capacities including office support staff and teacher's aides.

The school received a grant under the Australian Government's Building the Education Revolution (BER) scheme for the demolition of the old parish hall and the building of a new hall with a new library on top. It is anticipated that this project will be concluded by mid 2011.

CATHOLIC LIFE AND RELIGIOUS EDUCATION

St Felix School follows the Archdiocesan Religious Education Curriculum and uses the student textbooks, *To Know, Worship and Love*, as authorised by the Archbishop of Sydney, George Cardinal Pell.

Several whole school liturgical celebrations are held each year to celebrate local and international Church occasions. Each Primary class also attends the Sacraments of the Eucharist and Reconciliation once a term. Parents with children in Year 3, Year 4 or Year 6 join with the Parish Priest and the parish catechists and jointly prepare the children for the reception of first Eucharist, first Reconciliation and Confirmation.

Children from Years 2-6 also visit the Yagoona Nursing Home each term. Students in Year 5 celebrate a Christmas Mass with the Parish Priest and the residents. On their last visit, children in Year 6 prepare and perform a small Christmas Concert and share small hand made craft gifts with the residents.

Students in Year 6 sat the Archdiocesan Religious Education Test in June this year. The test consisted of fifty multiple choice questions. Results of this test are analysed by staff and are used to inform teaching and learning from Kindergarten to Year 6. The 2010 Archdiocesan average for the test was 82.2%, with the school average being 92%.

The results of St Felix students in this test this year were outstanding with twenty students obtaining a High Distinction, fifteen students obtaining a Distinction, ten students obtaining a Credit and three a Participation Certificate. Students at St Felix performed particularly well in the areas of Church, Scripture, and The Liturgical Year. Our results in the Beliefs and Sacraments components of the test were just above the Archdiocesan average and so will be the focus for development and revision during the coming year.

SCHOOL CURRICULUM

The school provides an educational program based on, and taught in accordance with the BOS 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. In addition, the school implements the curriculum requirements of the CEO, Sydney. The curriculum, teaching and learning are informed by the priorities, goals and indicators outlined in the *Sydney Catholic Schools 'Towards 2010' Strategic Leadership and Management Plan*, in particular: *Key Area 2* (Students and their Learning) and *Key Area 3* (Pedagogy). Staff members at the school are committed to continuous improvement of teaching and learning in all facets of the school curriculum.

The delivery of the curriculum at St Felix is influenced by the ongoing professional development being undertaken by the staff, in particular our participation in the Innovative Designs for Enhancing Achievements in Schools (IDEAS) Program, the Archdiocesan Numeracy Project, the Early Learners Project and our participation in the NPA.

STUDENT PERFORMANCE IN TESTS

National Assessment Program in Literacy and Numeracy

Students in Years 3 and 5 sat the *National Assessment Program in Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The table provided shows the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The school results shown are 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.

Further information regarding school performance in NAPLAN against State and National trends has been provided in the school newsletter dated 24 September 2010 and is available from the school administration office. Additional information can be accessed from the MySchool website (<http://www.myschool.edu.au/>).

Year 3 students performed as well as we expected in the NAPLAN tests in 2010. Some highlights of the Year 3 results were: 54% of students achieved results in bands 5 and 6 for Spelling; Year 3 students equalled the state average in the Aspect of Writing component; 0% of students performed in the bottom 2 bands in the Writing component and 0% of students were in the bottom band in the Reading component.

NAPLAN results 2010 Year 3	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School ¹	All schools ²	School ¹	All schools ²
Reading	31%	44%	10%	14%
Writing	54%	47%	0%	8%
Spelling	53%	39%	10%	17%
Grammar & Punctuation	46%	47%	10%	15%
Numeracy	34%	32%	15%	15%

¹ School Measurement Assessment and Reporting Toolkit (SMART)
² MCEECDYA National report <http://www.naplan.edu.au/>

Year 5 students performed very well in the NAPLAN Testing, achieving above State average in all components of Literacy and Numeracy. 26% of students in Year 5 scored in the top band for Numeracy; 41% of our students in Year 5 scored in the top two Bands for Writing. Our male students improved by 20 scale points from the 2009 data in the test Aspect of Reading and were 37 scale points above the State average in the test Aspect of Spelling.

NAPLAN results 2010 Year 5	% of students in the top 2 bands		% of students in the bottom 2 bands	
	School ¹	All schools ²	School ¹	All schools ²
Reading	44%	29%	24%	21%
Writing	41%	24%	6%	16%
Spelling	52%	28%	9%	19%
Grammar & Punctuation	48%	35%	16%	17%
Numeracy	36%	26%	20%	18%

¹ School Measurement Assessment and Reporting Toolkit (SMART)
² MCEECDYA National report <http://www.naplan.edu.au/>

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

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

The school held five whole staff days in 2010. The content of these days was as follows: administration and co-operative planning (Term 1), *SMART* data, ESL and a staff Spirituality Day at Mittagong (Term 4). Staff meetings are held each week with a focus on professional development of staff in a particular curriculum area.

In a system of schools, costs incurred for professional development activities can be expended from a variety of sources. These sources include the Federal Government and the CEO, Sydney.

Teacher Standards

The following table sets out the number of teachers on the school staff who fall into each of the three categories determined by the BOS:

Teacher Qualifications	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	36
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

TEACHER ATTENDANCE AND RETENTION

The average teacher attendance rate during 2010 was 96%. This figure does not include teachers on planned leave. The teacher retention rate from 2009 to 2010 was 100%.

STUDENT ATTENDANCE

The average student attendance rate for the school during 2010 was 97%. School attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	96%
Year 1	96%
Year 2	96%
Year 3	98%
Year 4	98%
Year 5	96%
Year 6	97%

Parents are required to provide a letter explaining any student absences, even if they have contacted the school office by phone. There are well established school practices in place that require staff to follow up any un-explained absences. Each year a number of our students travel overseas for extended periods of time to visit relatives.

SCHOOL POLICIES

Enrolment Policy

The school follows the Archdiocesan Enrolment Policy. The policy has been developed in the context of government and system requirements. Children from all families who are prepared to support Catholic ideals and principles may be considered eligible for enrolment. Priority for enrolment is given in a specified order as outlined in the full policy document, however special consideration may be given to individual cases. All parents are provided with an enrolment package that includes CEO and school policy statements. Total fees are made up of the Archdiocesan tuition fee, the parish school levy and local fees and charges. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

St Felix is located in south-western Sydney and draws most of its students from the local parish community and the immediate local area. An enrolment committee oversees the enrolment process. Parents are invited to come to the office in May to collect an enrolment package for prospective Kindergarten enrolments for the following year. An appointment is made for an interview for both the parents and child. Notification in writing of their success in gaining a place for their child is sent out by end of June.

Information about enrolling in a school within the Archdiocese of Sydney can be accessed via the link: [CEO public website](#). The full text of the Archdiocesan Enrolment Policy may be accessed via the school administration office.

Student Welfare Policy

The Student Welfare Policy is based on the Archdiocesan Pastoral Care document *Pastoral Care Guidelines for Catholic Schools (2003)* which can be accessed from the [CEO public website](#). In this document, the dimensions and features of Pastoral Care are described, as well as approaches to policy formulation, review and implementation. This document is the key reference point for the school's Pastoral Care Policy. Related documents include: *Countering Harassment of Different Kinds*, *Dealing with Illegal Substances in Schools*, *Dealing with Prohibited Weapons in Schools*, *Strategies for Dealing with Cyberbullying*, *Disability Standards 2005*, *Management of Students with Challenging Behaviours: Guidelines for Primary/Secondary Schools (2007)*.

The focus of our Student Welfare Policy is on building a better community. We believe that the key to good teaching is the learning environment and the quality of this environment is significantly determined by the human relationships within the school. Good pastoral care is exemplified by: quality teaching and learning, good discipline, high expectations of student performance, and teachers caring for students at the human level.

The full text of the school's Pastoral Care Policy may be accessed via the school administration office.

Student Management Policy

At St Felix School we are committed to the development of practices and policies which reflect the love of God within our community, and we embrace the example of Jesus and the teaching of the Gospel, especially in relation to faith, hope, love, forgiveness and freedom. As such, corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

The full text of the Student Management Policy may be accessed via the school administration office.

Complaints and Grievances Resolution Policy

The school adopts the Archdiocesan *Guidelines for Resolving Concerns and Complaints at Sydney Systemic Catholic Schools (May 2007)*, available on the [CEO public website](#) in the development of its school policy. The scope of the guidelines encompasses children's learning, behaviour and welfare, school organisation and management, and student health and safety issues.

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. Pathways for raising concerns are set out in the information brochure available from the CEO public web site.

The full text of the school policy is available from the school website: www.stfbankstown.catholic.edu.au.

SCHOOL DETERMINED IMPROVEMENT TARGETS

Each year, the school develops an AIP indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Management Plan and informed by the indicators of effectiveness for Sydney Catholic Schools as specified in the key CEO document *How Effective is Our*

Catholic School? The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the school's Regional Consultant.

In 2010 school priorities focussed on raising the academic achievement of students across the curriculum, informed by assessment data, and on further developing an established learning culture characterised by team work and professional dialogue about effective, contemporary teaching and learning.

St Felix continued to participate in the NPA with the focus on numeracy. Our Teacher Educator (TE) continued to work with staff, leading them through regular professional development sessions and supporting staff in a mentoring role. Staff concentrated on using the ESL Scales document to come to a greater understanding of language acquisition by ESL students. Focussed teaching and learning activities specifically aimed at the needs of our ESL children were then developed and implemented.

Four staff and classes were introduced to the Blue Earth program, with its focus on living a healthy, balanced life and exercise as another way of supporting student welfare under the NPA.

Our on-going commitment to the professional development of our teachers in the area of Religious Education resulted in our Year 6 students performing exceptionally well in the Archdiocesan Religious Education Test.

Under the BER program, the construction of a new multi-purpose hall and library was begun, with a completion date set for mid 2011. The new hall facilities will enable sport/PE lessons to be conducted in all weather conditions, as well as the resumption of grade based assemblies. The library will be a multi-media centre for twenty-first century pedagogy and learning.

The school will continue to participate in the NPA program in 2011 with a continued focus on developing the numeracy and literacy teaching skills of teachers through the work of the TE. Data will continue to be collected and used to track student performance in literacy and numeracy, and intervention programs, with a particular focus on reading, will be developed to support Stage 2 and Stage 3 students.

Resources and programs to identify support and engage gifted students will be developed in 2011. Opportunities to engage parents in their child's education, and members of the wider community, will continue to be explored, resourced and implemented in 2011.

INITIATIVES PROMOTING RESPECT AND RESPONSIBILITY

The values of respect and responsibility lie at the heart of Catholic schools and underpin all policies and procedures. Students, teachers and parents are regularly reminded of our commitment to these and other school values by newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Respect and responsibility are fundamental to the school's Restorative Justice approach to discipline.

In 2010 a number of events specifically promoted respect and responsibility, including:

- continued visits by classes to the Yagoona Nursing Home
- whole school Anzac Day and Remembrance Day ceremonies
- school representatives at the Bankstown Council Remembrance Day Ceremony
- support of Project Compassion during Lent
- training of Restorative Justice Student Leaders
- student elections for the Student Representative Council
- donation of canned goods and non-perishable items to the St Vincent de Paul Winter and Christmas Appeals
- raising of national flag and singing of National Anthem each Monday at assembly
- inclusion of a weekly 'Circle time' in Term 3 from Kindergarten to Year 6
- participation in the Bankstown Catholic Schools Council creative arts performance on the theme of 'Harmony' at the Bankstown Town Hall.

PARENT, TEACHER AND STUDENT SATISFACTION

Parent satisfaction with the school is high, with teachers asking for feed back at parent teacher interview times. At the end of each parent forum an open question/comment time is built into the agenda. Many prospective parents comment at enrolment time that they choose St Felix because 'it has a good reputation within the local area' and that the teachers have 'high expectations'.

Students expressed their satisfaction with St Felix commenting: 'there are many friendly people in the school'; 'I love St Felix because I meet new friends'; 'the teachers are encouraging and friendly towards all students'; 'we have the best technology to help us with our learning'.

FINANCIAL STATEMENT

Catholic schools are accountable for all monies received. Each year, the CEO, Sydney submits to the Federal Government a financial statement on behalf of the 147 parish primary and regional secondary schools. This statement details the income and expenditure of each school and for the Archdiocesan system of schools. In addition, the financial accounts for each school and for the CEO, Sydney are audited annually.

A summary of the income and expenditure reported to the Federal Government for 2010 is as follows:

INCOME	\$million	EXPENDITURE	\$million
Parents' Contributions 1	\$119.4	Education and School Support	\$130.3
Federal Government 2	\$555.0	Total Salary Costs	\$500.4
State Government 2	\$132.4	Capital Expenditure	\$189.7
Government Targeted Grants	\$27.9	Surplus	\$29.6
Interest and Other	\$15.3		
Total Income	\$850.0	Total Expenditure	\$850.0

Notes

1. Parents' contributions include Archdiocesan tuition fees of \$54.6 million, School Charges & Building Levy and P&F contributions of \$ 64.8 million.
2. Income from Federal and State recurrent government grants is received by the Catholic Education Office on behalf of the schools. Staff Salaries are paid from this income.

Parents' contributions to our school as reported in the school's annual Financial Questionnaire for 2010 was:

Archdiocesan Tuition Fees received	\$ 239,235.00
School Based Fees	\$ 181,855.00
Other Income (eg. Parents & Friends, Trading & Building Levy)	\$ 140,180.00
Total	\$ 561,270.00