

2022

About this report

St Kevin's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the Strategic Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It is with pleasure that I present the Annual Report for 2022 from St Kevin's Catholic Primary School, Cardiff. We are part of the Maitland-Newcastle Diocese and an integral part the All Saints Blackbutt South Parish. St Kevin's is a small engaging school, that is developing and growing each year.

St Kevin's is a coeducational Kindergarten to Year 6 Catholic school. There are currently 6 classes from Kindergarten to Year 6 with 1 composite class within the school community. In 2023 we will grow to accommodate 7 classes. St Kevin's school vision is based on "Nurturing Mind, Body and Spirit". We strive to develop our students academically, socially and emotionally, so they can be successful in life, with Jesus at the centre of everything they do.

Respect and responsibility are promoted at St Kevin's through the ongoing Making Jesus Real approach. Teachers and student leaders discuss and demonstrate how to greet, treat, and speak to others. Our student leaders also assist fellow students in aspects of working hard and being a responsible learner. The senior student leaders lead by example in how to play games and follow rules, how to participate in group work and how to assist others in need.

St Kevin's strives for academic excellence across all fields of study. We are a Gifted Education Lead School where students who are identified as Gifted are provided with opportunities to excel in both Literacy and Numeracy. Senior Gifted Students have the opportunity to engage in the Virtual Academy, where they can work in areas designed around research and problem-solving tasks.

Indigenous Education at St Kevin's is embedded into everything we do and is an integral part of our whole school community. We live and learn on Awabakal Country and our Aboriginal students and families are from many Nations, including Gamilaroi, Yorta Yorta and Worimi. Our commitment is to deepen our understanding of the rich history of our First Nations people and their ongoing connection to Country for millennia, to acknowledging the impact of past injustices, and to the journey of Reconciliation which involves all Australians.

As Principal of St Kevin's, I am immensely proud of our students, programs and our continual progress. I believe it is the delightful people in our community including, parents, friends and staff, that makes the difference.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
59	75		

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Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	19
Number of full time teaching staff	7
Number of part time teaching staff	6
Number of non-teaching staff	6

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole-school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for the professional learning of its staff members.

Summary of professional learning at this school

Staff development days were again restricted due to COVID 19.

External Face to face professional learning was cancelled for Terms 1 –3 due to teacher shortages and COVID.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.:

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

A new Mission and Vision statement was launched in 2022. These statements reflect the Catholic Schools Mission Statement of "At the Heart of Everything, there is always Jesus Christ". St Kevin's Mission statement is "A Catholic community nurturing mind, heart and spirit- following the light of Christ".

St Kevin's Primary School is part of the All Saints Blackbutt South Parish. Our Mass Centre is St Kevin's Church, located adjacent to



Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	56%	52%	0%	12%
	Reading	94%	54%	0%	11%
	Writing	81%	50%	0%	7%
	Spelling	75%	48%	0%	15%
	Numeracy	56%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	40%	31%	0%	14%
	Reading	50%	39%	0%	11%
	Writing	44%	25%	0%	18%
	Spelling	40%	37%	0%	14%
	Numeracy	20%	25%	10%	16%

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

Initiatives promoting respect and responsibility

2022 saw a return to full face to face learning and engagement of learning following 2 years of COVID 19 interrupted learning. The students returned happy to be back in a classroom, but required support to be persistent and focused in their learning. Parent teacher interviews were conducted together with the student to discuss learning goals, study and work habits and playground interaction. The Principal and Assistant Principal engaged in Learning Walks and Talks that provided opportunities for students to share their learning journey in writing and mathematics, identifying areas of strength and areas of improvement. Students have also been assisted in consultation with their class teacher, in creating personal learning goals for which they are held responsible and accountable.

The creation of interactive, student driven walls that teach have

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as

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Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. The school undertakes extensive surveying of all stakeholder

articulated that they felt St Kevin's was a very inclusive school adapting and meeting the individual needs of all students.

Staff identified as a strength the Catholic Culture and Religious Education of the students. Staff also identified a strong and supportive leadership team. The area of concern for staff was facilities which for staff, do not permit adequate areas for planning or meeting with parents.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$1,719,502
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$460,062
Fees and Private Income ⁴	\$283,418
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$112,834
Total Income	\$2,575,816

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$37,182
Salaries and Related Expenses ⁷	\$1,864,390
Non-Salary Expenses ⁸	\$549,351
Total Expenditure	\$2,450,923

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

