

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ

ST KEVIN'S CARDIFF



St Kevin's Primary School

Main Road, CARDIFF 2285

Principal: Mrs Mary-Anne Jennings

Web: <http://www.cardiff.catholic.edu.au>

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.

Parent Body Message

The parenting body (the P & F) has worked well with the school as we have tried to work in tandem to ensure that the outcomes to be achieved from the P & F align to the school's requirements. Some examples include but are not limited to fund raisers, uniforms and funding for programs that will assist the students.

The school communication process has been mainly via the compass app, and what has been more pleasing from a personal note have been flexible enough to fill expectation gaps when rightly or wrongly they appeared. By utilising the app effectively it has ensured that things have run smoothly which is a sign that parents have known what is happening and how things are to be done.

The P& F have had ample opportunities for advocacy for school improvement. As items have appeared from a parents these issues have been able to be addressed in a sensible and produced outcomes. Similarly the school from time to time has asked for assistance from the community and has returned the favour.

The greatest thing the school has done this year is bring the community along with them. This ensures that as a whole we are all on the same page and moving forward in the right direction. Seeing some of the above mentioned processes in place looks to be taking the school forward which has been evident from what the student body are producing such as Naplan tests etc.

Student Body Message

St Kevin's has good teachers. They are nice and supporting. The teachers are always there to help you with work and friendships. St Kevin's has respectful students who can play together and include you in their games. The classrooms are good learning environments. They have learning walls and bump- it- up walls so you can improve your learning. They have lots of sporting opportunities like swimming carnivals, athletics, soccer and netball carnivals and cross-country carnivals. Weekly sports included gymnastics, baseball, basketball and soccer. We also did a 2 week intensive swimming programme which helped us learn more about swimming. We did different activities in Aboriginal Education so that we could learn about Aboriginal culture. These included weaving, Dreamtime Time stories and excursions to Glenrock Lagoon. We have assemblies and give out awards to encourage students to be better. St Kevin's is a great school.

School Features

St Kevin's Primary School is situated on the corner of Main Rd and Newcastle Street, Cardiff NSW. It draws students from the local 2285 post code, including Cardiff Heights and Cardiff South, together with Macquarie Hills and Cardiff North. St Kevin's Primary School is part of Blackbutt South Parish. Students from St Kevin's continue their Catholic education at St Paul's High School Booragul.

Our school opened as St Joseph's Primary School in 1917. At this time it was staffed by the Sisters of St Joseph, and the Sisters of Mercy in more recent years. The school enrolment at that time was 70 pupils. New buildings were erected in 1943 and extensions were added in 1969 and 1992.

In 2009 a new school hall was built. Renovations and refurbishments to the current classrooms were completed in 2015 providing new learning spaces reflective of current best practices and research. In 2018 the bottom playground was remodeled to include a new artificial grass area and climbing equipment. 2019 saw the school re-roofed and new toilet blocks completed. 2020 saw the southern facing wall repaired with new windows installed that will permit a good air flow through classrooms and the library.

St Kevin's participated in the Children's University Programme again in 2022 and had 18 students graduate by completing 30 hours of learning outside the classroom. Years 3-6 were able to attend Parliament House of New South Wales. Sports in Schools were able to provide sessions in basketball, gymnastics and baseball in 2022. Students in Kindergarten – Year 2 were able to participate in an excursion to Hunter Valley Zoo. The Parents and Friends Association continued to support St Kevin's in 2022. Fund raising encompassed a "Colour Run" and was very well supported. The P&F continue to support the school and demonstrate this through their fundraising and commitment to providing regular and updated books for the school library through annual subscriptions.

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	23	134

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 89.89%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
90.80	90.04	91.36	90.24	89.96	89.60	87.23

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 planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

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.

Weekly staff PD was conducted Face to Face with restrictions being on only school staff attending. We continued with our plans to implement the 14 parameters as outlined in Lynn Sharratt's Clarity - What Matters Most in Teaching, Learning and Leading. This is a CSO led initiative and we are part of Cohort 2 which will continue in 2023. An Expo engaging this work was held in October where the school executive attended a 2-day conference in the Hunter Valley. Case Management meetings continued via TEAMS to highlight and discuss St Kevin's journey in Leading the Learning Collaborative. These CMM were conducted in a group setting of similar sized schools. Learning Walks and Talks are now embedded in our school, with students identifying what they are learning and why. Staff also now embed Learning Intentions and Success Criteria when teaching Mathematics, which was an area of targeted PD in 2022. Staff engaged in PD around the new curriculum and syllabus documents in Mathematics, refining the School Scope and Sequence in Mathematics. Weekly PD has included learning in Gifted Education for the teaching staff, identifying gifted students and developing units of work to meet their individual needs. Aboriginal Education is also allocated time for PD during each term along with Religious Education and ongoing PD with Writing and Learning Progressions.

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 the school. Open communication is enjoyed between the school staff and our Parish Priest, the Parish Team, St Vincent de Paul society and members of the Parish Office. The Sacramental Parish programme is supported by the school through providing communication on events and supplementing learning through the RE syllabus. .

In 2022 school Liturgies were celebrated to mark the beginning and end of the school year abiding by COVID guidelines. Other school liturgies were celebrated on special occasions including Ash Wednesday, ANZAC Day, Easter, Year 6 Graduation, the feasts of St Kevin and St Mary of the Cross MacKillop, again within our school community only, following COVID guidelines and restrictions. School Sponsored weekend Masses were resumed in 2022 in Terms 3 and 4.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Kevin's continued to be engaged in Leading Learning Collaborative in 2022 that identifies 14 parameters that matter most in learning, teaching and leading. Parameters 1 and 14 of shared beliefs and understandings, responsibility and accountability, underpinned our whole school approach to improve student achievement. The focus in 2022 was in Mathematics, utilising PD in Big Ideas and Mathematics and best practice in the teaching of Mathematics to improve student learning and outcomes. Case management meetings were conducted to identify students at risk or students that required extension and enrichment. Gifted students have been formally identified through diagnostic testing and differentiation of the curriculum has been identified as a priority for these students. A Gifted Education Leader continues to work with teachers providing guidance and support to improving pedagogy in differentiating the curriculum to meet individual needs of identified Gifted students. A Learning Support Teacher ensures that the needs of students at risk in their learning are receiving funding and assistance in class as required through engagement with specialised literacy and numeracy programmes and providers.

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%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. 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. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

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 empowered the students to take responsibility for their learning. Students have developed a respect and sense of responsibility for their own learning through the use of these learning walls and the use of Learning Intentions and Success Criteria for English and Mathematics. Our fortnightly awards returned to our school community. Being Respectful is one of our school rules. Each fortnight students from each class are awarded this certificate when they display through word and action what it means to be respectful with positive relationships between staff and fellow students and visitors.

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 the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Writing has been the focus area for improvement for the past 3 years. 2022 saw St Kevin's achieve success in this area. NAPLAN results in both Years 3 and 5 reflected our goal of improving student outcomes in writing. 80% of Year 3 were in the top 2 bands for writing. 44% in year 5 were in the top 2 bands which is a 76% increase since 2021.

These improvements were also then reflected in the reading results with 93% of Year 3 in the top 2 bands and again an increase in the Year 5 results for reading as opposed to 2021. Spelling reflected growth and success in Year 3, which provides evidence for the PD, LLC and resources used in the K-2 setting.

These NAPLAN results were also reflected in school based diagnostic testing and classroom data.

Priority Key Improvements for Next Year

NAPLAN and school-based assessment data has highlighted the area of improvement for 2023 to be mathematics. This will be again a 3-year plan encompassing PD, pedagogy, the assessment waterfall and implementation of new syllabus documents.

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 groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Tell Them From Me survey conducted annually identifies positive parent support and satisfaction with St Kevin's. Parents feel welcome and have no concerns for the safety of their child whilst at school. Parents identified that they felt that behaviour patterns were positive, with little or no evidence of bullying. Parents identified there is open and good communication with them in regard to their child's learning with the school placing a high priority on student learning. Some parents expressed the need for more communication around their child's learning.

Parents are supportive of the school leadership and express their recommendations as "Strongly Agree" for future enrolments to the school.

Student satisfaction

Students articulated through Tell Them From Me that they liked the friendships the school had enabled them to make, the playground (especially the handball courts) and that the teachers were caring and nice. The students identified they felt safe and that both students and teachers were caring and kind.

Students articulated they were happy with their learning and going well in their learning journey.

Students identify where to improve and how to improve through a variety of strategies including self-regulation and listening , peer guidance and using resources around the room such as "Walls that Teach", anchor charts and displays.

Teacher satisfaction

Staff expressed satisfaction with their personal goals and pedagogy to ensure optimum students outcomes. They expressed an understanding that their students had clear guidelines and expectations set for them to achieve positive results in their learning. Staff

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.

END OF 2022 REPORT