



ST KEVIN'S CARDIFF



## St Kevin's Primary School, CARDIFF

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## About the Annual School Report

St Kevin's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

# Messages from Key School Bodies

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## Principal's Message

It is with pleasure that I present the Annual Report for 2016 from St Kevin's Catholic Primary School, Cardiff. We are part of the Maitland-Newcastle Diocese and an integral part of our local parish. St Kevin's is a small, engaging school, that is developing and growing each and every year. St Kevin's is a co-educational Kindergarten to Year 6 Catholic school. There are currently 6 classes from Kindergarten to Year 6 with 1 composite class in the upper primary class.

Our Mission Statement is proudly displayed in the main foyer of the school and is well embedded in the minds of the staff who are committed to Catholic education and to the children in our care. It states, "We at St Kevin's Primary School, Cardiff, educate in the faith tradition of the Catholic Church, acknowledging the dignity and nurturing the potential of each person (student, parent and staff) within the context of community."

We help children to develop a pride in themselves and in being Australian within a world community. We share a diversity of our cultural heritage through celebrations of national days e.g. ANZAC Day, Harmony Day and Autism Awareness Day. We acknowledge our indigenous heritage through specific HSIE units of work, the celebration and participation in Reconciliation and NAIDOC Week activities, and fly our national, Aboriginal and Torres Strait Islander flags daily.

St Kevin's is a Kidsmatter School. KidsMatter is a flexible, whole-school approach to improving children's mental health and wellbeing. St Kevin's through the Kidsmatter framework actively engaged in and promoted:

- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties
- social and emotional learning.

St Kevin's also engaged in the Seasons Programme, supporting students who may have suffered loss and grief through death, divorce, separation or a change in their lives. It assisted students to explore how they can learn to live with and grow from these experiences.

St Kevin's continues to actively promote academic excellence in all areas of the curriculum. Students engaged in a variety of activities to accommodate and enhance their gifts. Primary students attended the Writer's Festival in Newcastle, participated in Science and Engineering Days, competed in school, regional and Diocesan Public Speaking Competitions and Debates. Students also engaged in our Gifted Maths, and/or our Extension Writing programme at a school level. Weekly and end of year awards were given for Academic Excellence in English, Academic Excellence in Mathematics, Positive Relationships and Making Jesus Real. Sport and Creative Arts were also catered for through a variety of sporting events both at school level, right up to Polding selection. We had our school band and choir "Kevin's Kool Kats" perform at school and community events.

## Parent Body

Parents and children have great opportunities to be involved in a variety of activities. Our liturgies and assemblies are always open to the community and parents join with the children to acknowledge success and achievement, and pray together.

We do not currently have an official P&F Association. Parents are involved in our Canteen and Uniform Shop as well as fund raising and social activities. The Uniform Shop ensures the children have the correct uniform available to them. This enhances their sense of identity and pride in themselves and the school.

Parents and grandparents, along with community members are invited to come along to help the children with their reading. This is done on a regular basis.

The Mothers Day and Fathers Day gatherings were greatly appreciated by the parents, as were the Parent Teacher Information nights at the commencement of the school year. The assemblies, open day during Catholic schools week and other activities engaged in during the year, were well attended.

## Student Body

As leaders of the student body we were given opportunities to develop our team work skills, plus our personal skills of self-confidence, resilience and persistence through participation in many different things. We went to Canberra as a follow up to our studies on Government. We were also given opportunities to test our creativity through involvement in Tournament of the Minds, plus participation in Science and Engineering days. We also got the opportunity to play in various team sports and represent the school in netball, soccer, Oz-tag, athletics and swimming. Our gifted and talented programme in mathematics assisted us with problem solving and provided us with interesting challenges. Our leadership day helped us identify qualities and roles of leaders.

The school held its Public Speaking competition for all students from Kindergarten to Year 6. It was great to see all the students gaining confidence and being able to speak in front of a large group of parents and friends. Students were rewarded for their hard work with medals and certificates.

Our end of year award ceremony identified students who worked hard all year. There were awards given in each grade for Academic Excellence in Mathematics and English, plus Making Jesus Real and Most Consistent. There were also awards given to students for their work in the community that were sponsored by a local parishioner, the Cardiff Lions Club and our local member of Parliament Jodi Mackay. A local parishioner also gives an award each year for a student who displays exceptional work ethic and persistence all the time. We also have a MaryMacKillop award for the student who follows her example by never seeing a need without doing something about it. These awards come with a certificate and a prize of \$100 each.

This year we had our school musical " Pirates of the Curry Bean." It was lots of fun and we got to dress up as pirates and sing songs and dance. One of our teachers even had to dress up as a gorilla.

At the end of the year, the children in kindergarten, Year 1 and Year 2, put on the Nativity Play. Lots of parents came to watch and we all joined in singing Christmas carols at the end.

We love coming to school at St Kevin's where we have fun and learn lots.

## SCHOOL FEATURES

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### History of the school

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 1989 the school had a name change to St Kevin's in keeping with the other Parish buildings. In 2009 a new school hall was built. Renovations and refurbishments to the current classrooms were completed in 2015 providing learning spaces reflective of 21st Century learning.

### Location/Drawing Area

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.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

At the heart of our school is the school motto “Caritas” – a word that means sharing, caring, love. These values are taught and lived as a vital component of the Catholic faith. At St Kevin’s we appreciate that we conduct our Catholic schooling upon the lands of the Awabakal people, and we acknowledge this in our celebrations and gatherings. We also recognise that we stand on the shoulders of the ones who came before us, the Sisters of St Joseph, who first taught here in 1917, and the Sisters of Mercy in more recent years. They made a significant and enduring contribution to the Catholic culture and identity of St Kevin’s School over many years. The school celebrates important feasts throughout the year, especially the feasts of St Mary MacKillop, St Kevin, St Joseph and All Saints Day. These celebrations bring our school community together to acknowledge the richness of our Catholic heritage and tradition. St Kevin’s is also a school where Making Jesus Real is implemented and is part of our everyday school life.

### Family, Parish and Diocesan evangelising and catechesis

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 Parish Priest, Fr Terry Horne, the Parish Team, St Vincent de Paul society and members of the Parish Office. We are privileged to enjoy the continuing involvement of one of our parishioners in leading our School Mini Vinnies group. In 2016 school Liturgies were celebrated to mark the beginning and end of the school year together Catholic Schools Week. Other school liturgies were celebrated on special occasions including Ash Wednesday, ANZAC Day, Easter, Graduation, the feasts of St Kevin and St Mary of the Cross MacKillop.

School Sponsored Masses were held once a term at the 9.30am Parish Sunday Mass. These celebrations were well attended. Children were involved in various ways, including readings, processions, music, dance and movement and canvass collection. The staff and parent body provided morning tea afterwards for the parishioners, and held cake stalls to raise funds for the Minnie Vinnies “Support a Student Programme.”

### Christian Discipleship

Staff were provided with opportunities to further develop their spirituality through engagement in our staff retreat, whereby we shared meals and time in prayer and reflection. Weekly staff prayer is a priority. Students are assisted on their Spiritual journey through the implementation of Making Jesus Real. The Making Jesus Real programme is centred around the belief that we are the image of Jesus to all those people around us. We are His representatives and our actions should reflect His values. Jesus also made the comment that we are part of his family and that the ways we treat others should be reflective of the way we would treat Jesus. It calls on students "to work for peace, justice and the promotion of the common good of society" (*Good News for Living, 2005, p. 110*). The National Framework for Values Education in Australian schools (2005) states that all schools should be "ensuring values are incorporated into school policies and teaching programmes across the key learning areas" (p. 3).

These include the values of:

- showing care and compassion
- respect
- honesty
- trustworthiness
- understanding
- tolerance
- inclusion
- Making Jesus Real fully supports these values and Christian Discipleship

## Religious Education and Curriculum

At St Kevin's School the Diocesan K-12 Religious Education Syllabus is implemented. Religious Education is given a very high priority, with all classes having a structured lesson each day. All classroom teachers are teachers of Religion and they are active in ensuring the development of children's religious literacy and knowledge through their teaching of sequenced units of work from Kindergarten to Year 6. In 2016 Year 6 children participated in New South Wales assessment in Religious Education gaining excellent results.

Whole school liturgies are open to the wider school community. Sacramental Programs are conducted by the Parish with support from the school. A religious focus is maintained in the school foyer.

The week concludes with a whole school liturgy and assembly in the church, with involvement of class groups and teachers. The continuing practice of daily meditation for all classes is a very special form of prayer which is proving to be very beneficial for the children.

## Initiatives Promoting Respect and Responsibility

The whole school plan incorporating the NSW BOS document Positive Relationships into our PD/Health/PE scope and sequence was continued and embedded into our units of work.

In 2016 Kidsmatter was further embedded at St Kevin's. KidsMatter Primary is a mental health and wellbeing framework for primary schools and is proven to make a positive difference to the lives of Australian children.

Through KidsMatter Primary, St Kevin's will undertake a two-to three-year cyclical process in which we plan to take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs)
- working authentically with parents, carers and families
- support for students who may be experiencing mental health difficulties.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
7	9	9

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Kevin's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. 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 and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2016

Scholastic Year	Number of Students
K	17
Year 1	9
Year 2	17
Year 3	14
Year 4	17
Year 5	7
Year 6	11
Total	92

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
88	94	94	90	84	98	91	89

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

At St Kevin's Primary School we aim to provide a loving and secure environment which values each child and his/her opportunity to develop – spiritually, intellectually, physically, emotionally and socially.

We believe that pastoral care and consistent and effective discipline practices and procedures will help to develop in its members a sense of self-worth, accountability and responsibility by:

- Developing and supporting quality relationships
- Incorporating formation in self discipline
- Building a Christian climate from which emanate an environment of trust, forgiveness, and the acceptance of others
- Promoting a positive work ethic
- Looking for the good in those in our community
- Encouraging an awareness of the importance of evaluating one's own behaviour
- Sometimes focusing on negative aspects of one's personal behaviour in order for better choices
- Seeking out and supporting those 'at risk' in our school

### Discipline Policy

When a child infringes the rights of others or breaks the school or classroom rules it may be necessary to impose disciplinary measures. The disciplinary response will depend on the severity of the infringement. The Staff of St Kevin's has developed clear, levelled guidelines for students These disciplinary measures are directly linked to the school and classroom rules, and illustrate actions which contravene these rules, and consequences/ sanctions for each specific action. The classroom and playground rules must be consistently adhered to by all supervising teachers.

At St Kevin's Primary School we do not sanction:

- Discipline of a whole group as an appropriate response to an individual's misbehaviour.
- Corporal punishment in any form or under any circumstances. (Education Reform Act 1995) This includes corporal punishment non-school personnel on school grounds is also prohibited.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Kevin's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols

are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

## School Improvement

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### School Improvement Plan

Focus of intended improvement / area of need - Mathematics

- Mathematics was chosen as our target area for 2016. Data was collated from analysis of our 2015 NAPLAN results.
- A whole school approach has been developed to address mathematics following the guidelines and principles of Response To Intervention – a PLC approach and philosophy.
- Following the PLC philosophy, staff will work collaboratively to address formative assessment practices, targeting specific sub-strands and outcomes, using syllabus documents and “Response To Intervention” best practice

All staff engaged in

- Our gifted programme for literacy and numeracy continued to meet the individual needs of identified students through NAPLAN analysis, diagnostic testing and external exams, using syllabus documents and “Response To Intervention” best practise.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Year 1 focussed on addition and subtraction facts to 10 whereby the students mastered instant recall of these facts. This then allowed them to work in the areas of problem solving involving these operations. Year 1 also focussed on learning to read. The Mini Lit programme was implemented to assist students with their reading skills. Students at the end of the school year were at grade level in literacy and numeracy.</p>	<p>2017 will see the areas of learning to read as a priority for Year 1. Continued focus will also be applied to instant recall of number facts for 10. As a whole school we are targeting spelling, which will apply to the Year 1 students in their phonemic knowledge and awareness and the learning of basic spelling rules</p>
<p>Year 2 focussed on addition / subtraction facts to 20 whereby the students mastered instant recall of these facts. This then allowed them to work in the areas of problem solving involving these operations.</p> <p>Year 2 also focussed on their learning to read skills. Students at risk were identified and assisted as required. Extension work was also provided for students who were working above grade level.</p>	<p>2017 will see the areas of learning to read as a priority for Year 2, together with improving their comprehension skills. Continued focus will also be applied to instant recall of number facts for 20. As a whole school we are targeting spelling, which will apply to the Year 2 students in their phonemic knowledge and awareness and the learning of basic spelling rules.</p>
<p>Mathematics was the focus area for improvement in 2016. In Year 3 the nonnegotiable sub-strands requiring mastery in mathematics were addition/subtraction, multiplication/division, time, 3D/2D space, fractions/decimals, patterns/algebra.</p> <p>Our NAPLAN results for 2016 reflected excellent growth in these 8 areas, vindicating and supporting our targeted and systematic approach to the teaching of mathematics.</p>	<p>Differentiation, targeting gifted students, in mathematics and writing will be our priority areas for improvement in 2017. We will have fluid mathematical groupings aimed at tailoring our mathematics time to best meet the needs of our students. Students above grade level will be accommodated during math time with the whole primary component teaching the same sub-strand at the same time.</p> <p>As a whole school we are targeting spelling, which will apply to the Year 3 students in their knowledge of phonological, visual, morphemic and etymological knowledge of words. For students to become proficient spellers, they must have an understanding and knowledge of all 4 areas.</p>

## Academic Achievements

2016 saw excellent academic achievements in a variety of areas. High distinctions were achieved by students in UNSW competitions of Mathematics, Science, English, Spelling and Digital Technologies. In the locally organised and sponsored Newcastle Permanent Maths Competition, we had students gain distinctions in Year 5 and 6. We also participated in Tournament of the Minds and gained excellent experience in team work and problem solving. 2016 saw us continue our St Kevin's Public Speaking Competition, whereby students could progress to represent St Kevin's at Regional Competitions. Our Gifted and Talented programme focussing on mathematics was well received and was evidence in the excellent results achieved in NAPLAN, indicating growth for all students.

## Cultural achievements

2016 saw St Kevin's again support ASPIRE. The cultural highlight of the 2016 year was our school musical "Pirates of the Curry Bean." The children engaged in a variety of skits, dances and dramatic portrayals of pirates and life in the 1800's. The children fondly recalled the participation of staff in the musical - a cameo appearance by a gorilla! We also provided students with opportunities to express their creativity and love of books in our annual Book Week Character parade. Our school band and choir performed at local community events and entertained our more senior citizens at their annual Christmas party.

## Sporting achievements

Sport was well supported in 2016 with St Kevin's participating in a variety of sporting events. Children in kindergarten to Year 6 attended our school athletics carnival, with students 8 years and up having access to representative pathways for athletics. Students in Years 2 - 6 also participated in our school swimming carnival and cross country event, again with opportunities provided for representative pathways.

We had individual students represent us at Polding Level in swimming and hockey.

Our primary classes also attended Diocesan netball and soccer gala days, and locally organised Oz-Tag competitions.

Skills in a variety of sporting codes was achieved through engagement in programs such as Milo Cricket and Backyard League. Sport was promoted with visits from Womens' League Soccer team representing the Jets.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. 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 tables below show 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.

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	60.00%	49.40%	0.00%	13.30%
	Writing	63.64%	48.80%	0.00%	8.10%
	Spelling	54.55%	46.40%	0.00%	14.20%
	Grammar	63.64%	52.50%	0.00%	11.40%
	Numeracy	46.15%	35.60%	23.08%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	14.29%	35.30%	42.86%	17.30%
	Writing	0.00%	17.20%	28.57%	19.90%
	Spelling	0.00%	29.80%	28.57%	19.00%
	Grammar	28.57%	36.30%	0.00%	16.80%
	Numeracy	0.00%	28.30%	14.29%	18.30%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	9
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	9
Total non-teaching staff	5
Grand total	14
Percentage of teachers who are indigenous	0

### Teacher Attendance

85%

### Teacher Retention

In 2016 we had a staff retention rate of 100%.

### Professional Learning Undertaken

Staff undertook a variety of professional development opportunities to promote and enhance their teaching with the goal of improving student outcomes. This professional development occurred through both weekly staff meetings and utilising pupil free days for specific purposes. Areas covered included attending the "Thinking and Learning Conference " for the Executive Team in Sydney, KidsMatter components and updates, the "Explicit Teaching of Spelling" for all staff, and PD provided by Craig Moore school psychologist at weekly staff meetings on the well being and mental health of our students. Executive staff accessed PD in Gifted Education research, which was then presented to the whole staff at staff meetings. Executive staff also accessed PD in leadership through attending Principal Conferences, Assistant Principal and REC networking days . Our spiritual PD was completed through engagement and attendance at our staff retreat. Staff accessed PD on a personal level that was aligned to the PP&D - school and personal goals. Weekly 1 hour staff meetings, were dedicated to PLC - discussion, data analysis and how data impacts on pedagogical practise. Staff also participated in Curriculum Focus Days - analysing programmes, policy and procedures in Literacy and Numeracy.

The Assistant Principal also completed the ELIM course. The focus of ELIM is on:

MODULE 1 Leading authentic learning which has a focus on the learning we strive for in Catholic schools

and the ways in which leaders can facilitate this.

MODULE 2 The religious dimension of the work of the Catholic school leader: This is an opportunity to formally engage with the ways in which theology and scripture inform our lives as Christians and as Catholic school leaders.

## Parent, Student and Teacher Satisfaction

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The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving 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 staff.

### Parent Satisfaction

Parents are given opportunities throughout the year to provide feedback to the school in regards to areas that are going well, areas that need improvement and initiatives that they would like to see introduced. The feedback has been very positive with comments being about the great community and excellent lines of communication. Parents were very happy to see the continuation of our gifted and talented programme, and would like to see this extended to other subjects if possible. Parents were also very happy with the classroom refurbishments.

### Student Satisfaction

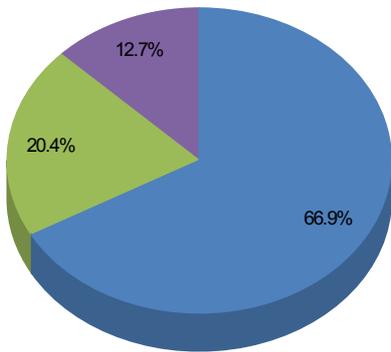
St Kevin's is a great environment for us students because everyone here likes to be a learner and do their best. The teachers make sure that every single student gets to have a go, and work at their own ability level. There are a lot of fun activities to do, such as daily fitness, fundraising for Caritas, performing in our school band and choir, playing sport and going on school camps.

We are proud of our school because it includes everyone and is kind to everyone. We have a Rainbow Class which is for Autistic children, and they spend time with us in class, at lunchtime and at our athletics carnivals. We get to learn about God and use our MJR ( Making Jesus Real) skills in our everyday lives.

### Staff Satisfaction

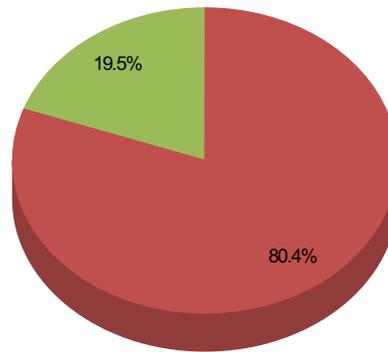
Staff are very happy and have a great team spirit. At St Kevin's everyone works together for the benefit of the students. Staff feel supported in their role, and participate willingly, in many extra curricula and community events for the benefit of their students. Visiting teachers always comment on the positive vibe in the staffroom, the caring compassionate nature of the teachers, and the support they get from all staff when asked to work here at St Kevin's.

Income



- Commonwealth Recurrent Grants (66.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (12.7%)
- Other Capital Income (0%)

Expenditure



- Capital Expenditure (0%)
- Salaries and Related Expenses (80.4%)
- Non-Salary Expenses (19.5%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,225,881
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$373,457
Fees and Private Income <sup>4</sup>	\$233,680
Other Capital Income <sup>5</sup>	\$0
<b>Total Income</b>	<b>\$1,833,018</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$782
Salaries and Related Expenses <sup>7</sup>	\$1,370,617
Non-Salary Expenses <sup>8</sup>	\$333,121
<b>Total Expenditure</b>	<b>\$1,704,520</b>

**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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mrs Jennings Mary-Anne**

**St Kevin's Primary School**

**CARDIFF**

**Phone: 4954 0036**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>