

2024

Annual School Report

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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 Diocese of Maitland-Newcastle (CDMN). 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 2024 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 7 classes from Kindergarten to Year 6 within the school community. 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.

The school vision statement 'We are a Catholic community nurturing mind, heart and spirit-following the light of Christ' is known by all members of the school community and is proudly displayed throughout the school site. This vision is supported in its implementation through our Josephite Charisms of strength, service, gratitude, faith, respect, inclusion and simplicity. These Charisms are lived out and evidenced in how we learn, play and interact with all members of the St Kevin's community.

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 and play 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 make the difference.

Parent Body Message

What we like about St Kevin's Primary, Cardiff:

My kids love St Kevin's. They have made lasting friendships and they thrive being in a small inclusive community where everyone knows everyone. I love how the children and families are invested and a tight small community. I love how each teacher knows who my child is and the teachers are invested in helping my child thrive and be the best they can be. I know my child is not being overlooked and not seen and receives support.

Our school is a beautiful, welcoming community. Many of the parents are involved and all the teachers know all students whether they teach them or not. A great school where students feel safe. There is no bullying. Children have lots of friends to play with. Would like the playground to be have better facilities and maybe a basketball field area.

The school community - the teachers know all the students, and the students know each other throughout all grades. It has a community feel to it. The children are not just a number, they are a known and accepted member of the school community.

The increased attention towards sport this year, such as including the younger infants in the cross country even though they don't qualify, rewarding sporting efforts and achievements with sport awards throughout the year rather than all at the end of the year and handing out ribbons is a great way to celebrate efforts - the kids loved it. The healthy competition between blue and gold house this year has been great too, and allowing the kids to dress in their house colour is great fun for them. Sporting achievements, efforts and physical exercise needs to be encouraged and celebrated just as academic effort and achievements are.

Art club, choir and after school digital technology classes are fantastic to see.

Communications via Compass and the newsletter have been great this year.

I love St Kevin's Cardiff. The school provides a nursing holistic way of teaching and is inclusive of all students. The teachers are warm loving and kind and the students are well behaved and respectful. As a whole the school, students & parents create a beautiful community that I am proud to be apart of.

Provide good support for when my child has friendship issues with her peers. Teachers are very caring. Principal is easy to talk too.

What we would love to see more of:

We would love to see some environmental opportunities available such as growing/gardening and sustainability opportunities to invest the children in this important aspect of their future.

Student Body Message

We like St Kevin's because it has great teachers, classrooms and playground. We have good academic opportunities and good sporting opportunities. We have lots of friends and like to play on the soccer field. We had lots of fun at our Colour Run this year and raised more

money to help build our new basketball court. We went to Mary MacKillop museum in Sydney and learnt lots about her life. The Kindergarten, Year 1 and Year 2 students went to Tocal Farm to learn about food and life in the olden days. We got to go to some gala days for netball, OzTag and soccer. We did extensive swimming at the end of the year and then had our swimming carnival. Lots of kids are now better at swimming and will be safer over Christmas. Some of Year 6 students were in ASPIRE and they said it was a lot of hard work but a lot of fun too. One of our Year 5 students is working in the Virtual Academy and says he enjoys the learning opportunities. Year 5 and 6 went to the Newcastle Science and Engineering Day and we were the Champion School on the day we went. We also went on some excursions to learn more about our Aboriginal Culture. Kindergarten, Year 1 and Year 2 went to the Awabakal Environmental Education Centre at Dudley and went on a bushwalk to Little Swamp and learnt about the local heritage and also they used some instruments to measure the wind and the temperature of the area. The students in Years 3, 4, 5 and 6 went to the Hunter Wetlands Centre to learn how our Aboriginal people used this area for food and medicinal resources. It was a busy and fun year where we learnt lots and made lots of friends.

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. The school hall has a sound system installed that assists in the delivery of all school functions such as assemblies, musicals, public speaking and debating, prayer services, book parades and various parent information sessions. 2024 has seen the demolition of the old convent with plans in place to build a new administration area and street entrance to the school. The library and several classrooms are also planned for refurbishment as is the school playground. Work is anticipated to be completed by the end of 2025.

St Kevin's participated in the Children's University Programme again in 2024 and had 24 students graduate by completing 30 hours plus, of learning outside the classroom. Sports in Schools were able to provide funding for swimming, gymnastics and hockey in 2024. Students in Kindergarten – Year 2 were able to participate in an excursion to Tocal Homestead to learn about how food goes from the farm to our plate at home. Years 3-6 engaged in an excursion to Mary MacKillop Place as part of their faith formation. All students were involved in excursions encompassing Aboriginal Education, utilising the Awabakal Education Centre at Dudley and the Wetlands Education Centre at Shortland. Science and Engineering was supported through senior students attending the Science and Engineer Day at San Clemente High School, and representative opportunities were available for students in the areas of spelling, mathematics, debating, public speaking, creative arts, plus a variety of sports. The Parents and Friends Association continued to support St Kevin's in 2024. 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
61	73	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 2024 was 90.81%. 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
90.42	91.87	92.16	93.17	90.69	90.14	87.24

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 Professional Officer for School Enrolment 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 2024:

Total number of staff	21
Number of full time teaching staff	11
Number of part time teaching staff	3
Number of non-teaching staff	7

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 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.

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)

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 Council, 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 2024 school Liturgies were celebrated to mark the beginning and end of the school year. 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. School Sponsored weekend Masses were held each term in 2024.

Students are assisted on their Spiritual journey through the implementation of our school vision statement and the 7 Josephite Charisms. In following the example of how St Mary of the Cross lived her life, the students engage in their spiritual journey where their words and actions reflect the Gospel values. Opportunities for engagement in Mass, Liturgies, prayer services, community involvement such as Mini Vinnies and daily Religious Education lessons, support and nourish students on their faith journey. 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) St Kevin's also calls on its students to work for peace and justice, positive relationships with friends and family,

reflecting the 7 Josephite Charisms of faith, service, inclusion, simplicity, gratitude, strength and respect.

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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

2024 saw St Kevin's completing the final year of professional learning in Leading Learning Collaborative that identifies 14 parameters that matter most in learning, teaching and leading. Parameters 1 and 14 of shared beliefs and understandings, responsibility and accountability, underpin our whole school approach to improve student achievement. The focus in 2024 was in writing, utilising PD in the new syllabus for English and best practice in the teaching of writing 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).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Kevin's Primary School for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	90%	54%
	Reading	95%	66%
	Writing	100%	77%
	Spelling	86%	61%
	Numeracy	90%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	51%
	Reading	86%	71%
	Writing	86%	67%
	Spelling	71%	68%
	Numeracy	57%	68%

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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

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 every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Tell Them From Me 2024 survey comment included:

- Like that teachers and executive are available to talk about issues.
- Active and inclusive P and F.
- Work better on giving kids opportunities like school camps/Canberra trips- we're a small school (with many benefits but sometimes they miss out) so partnering with another could be an option.
- Teachers really active with extra curricular activities like digital technologies and sacrament programs- really appreciated!
- If kids are identified as having special needs/diagnosed, book in time with parents and LST so can be made aware of the support available and build plan together... it is a confusing time and often people are unaware of options and opportunities for their kids. We are really blessed to have the teachers we do.
- I like that the school is small and feels like a real community. I like that my child feels safe and comfortable there.
- More of a focus on physical education and sports- could be improved.
- Like being part of the St Kevin's community.
- More regular check ins regarding child's progress would be good.

Student satisfaction

Interviews with Stage 3 students:

St Kevin's is a great school. We have friendly teachers and amazing friendships. Everyone is kind to each other. Our playground is good and the sporting equipment is good. We have opportunities to play lots of sport - soccer, NRL, netball and cricket plus gala days for netball and soccer. We also have outstanding learning time and opportunities to be learners both in and out of school at Children's University, The Virtual Academy and Science and Engineering days. Our school rules are easy and clear to follow, and our school leaders are good. Our canteen offers a variety of food from local providers which we like. We are excited to see

what the new playground will look like when the building work is finished. We would like to see more field trips to some museums and interesting places and more sports gala days.

Teacher satisfaction

Tell Them From Me 2024 data:

- Our school culture has a very supportive environment that encourages best practice in all teachers. Our teachers hold students to a high standard and have a heavy focus on using assessment and data to inform results. I believe using best practice consistently across the entire school as a shared understanding and implementation is pivotal to this success.
- Strong supportive staff who give their time generously to the well being and safety of the children. The children are always encouraged to be the best of themselves in all aspects of school life.
- I love the sense of community that our school has. Being such a small school, I feel our students have a great opportunity to feel welcome and recognised in their school community. Therefore, empowering them within their learning.
- Community is very important to our school. We welcome families and encourage them to visit our school during, welcome BBQs. We are a small school that values community and school culture.
- Being fair to all, that's the rule. Making sure education is equitable to all children. Compassion in all we do.

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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants ¹	\$2,276,463
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$615,156
Fees and Private Income ⁴	\$438,982
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$116,913
Total Income	\$3,447,514

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$256,296
Salaries and Related Expenses ⁷	\$2,513,798
Non-Salary Expenses ⁸	\$1,075,200
Total Expenditure	\$3,845,294

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 2024 REPORT