



2023

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Ms Anna Marsella

Web: www.skmvdbb.catholic.edu.au

About this report

St Kieran's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') demonstrates accountability to regulatory bodies and CSBB. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented at local school level and 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

At St Kieran's Manly Vale, we strive to recognise and celebrate the academic, social, emotional, creative, spiritual and physical capabilities of every child. We encourage a sense of wonder, curiosity and passion for lifelong learning. The mission of St Kieran's is to provide high quality education expressed through the motto: 'To learn and To Love'. As a faith filled learning community, we live out our mission by working collaboratively with the parish, parents and staff to provide opportunities for the whole child to reach their full potential.

The School Improvement plan was carefully prepared with clear strategic intentions to implement differentiated learning programs to meet the needs of all students. The teachers continue to work with the new curriculum in English and Mathematics and Religious Education. Professional learning is highly valued and a priority as teachers learn, upskill and share their expertise with each other collaboratively. A key initiative we implemented this year was collaborative coaching with all teachers. I would like to express my gratitude to the teachers for working so productively to improving the learning outcomes of the students as evidenced in these ongoing weekly coaching and collaborative sessions.

I would like to acknowledge the support of our parish priest, Fr Michael Belonio, the parent body, our staff and students who continue to work in partnership to make St Kieran's a thriving Catholic educational community. We are very proud of our vibrant school community who respectfully collaborate and work in partnership to connect the community to celebrate our school life, learning and faith.

Parent Body Message

The P&F at St Kieran's celebrated a year of reconnecting with the school community in 2022, following the previous two years of impacts from Covid. The easing of restrictions and the return to a new normal saw opportunities throughout the year for past, present and future parents, students and staff to be involved in the life of the school that we missed out on in 2021.

Fundraising was a big focus for the year, comprising of a family photo shoot, raffle ticket sales, the P&F Gala night, the school artwork auction and silent online auction, all raising funds towards providing resources and opportunities for enriching the school learning environment. These funds were put to use, with the launch of the STEM room and new STEM equipment last year and the commencement of Stage 1 of the planned playground improvements at the beginning of this year.

On top of the Fundraising activities held throughout 2022, annual events including the new school year Welcome Drinks, Mother's Day and Father's Day celebrations, Grandparent's Day, the School Disco and the Christmas Carols provided opportunities for the school to come together and further strengthen the partnership between families, the school and the parish.

There were many exciting events and initiatives planned for 2023, including the State Election Day BBQ, cake stall and raffle and the St Kieran's Fun Day Fair. These events involved fundraising, community engagement and a lot of fun and involvement for our families and an opportunity to showcase our wonderful school.

Student Body Message

As students we are grateful for the opportunities we have to grow and learn at St Kieran's. All Year 6 students are leaders and work in teams mentored and supported by various teachers who support us in growing our leadership skills.

We also have a SRC from Year 3 to 6 who implement the ideas we believe make our school the best it can be. We get opportunities to have a say about the things we think and then put into place to continue to improve the school. The opinions and the view of all students is valued at St Kieran's. Some of these were the reintroduction of the use of money to spend at the canteen, what play equipment we would like to see in the playground and preparing for the 70th Anniversary of the school and Fun Day.

We especially love to help the needy in our community. We raise awareness of different causes that matter to us so that we can support these outreach projects and feel we are making a positive difference. We especially love being buddies to kindergarten children and watching them become more familiar with the school. We are a happy school because everyone gets on with each other and our teachers really care for us and teach us well.

School Features

St Kieran's caters for girls and boys from Kindergarten to Year 6. Classrooms have undergone a regular maintenance of upgrading and refurbishment to ensure the learning spaces are up to date, modern, attractive for learning and equipped with the latest technology.

2023 has been a busy and productive school year. The highlight of the year has been celebrating our 70th Anniversary as a catholic school since its establishment in 1953. We invited former teachers, students and key members of the community that shaped to make our school a vibrant and authentic school community. We culminated the celebration with a Mass and morning tea followed by a Sunday Fun Day Fair that the wider community joined in the fun activities. Functions like this come together when the community collaborates in partnership. The P&F, School Advisory, staff and parish team came together to plan and celebrate this significant milestone for the school. We are also appreciative of the time and effort of everyone working together to achieve a memorable week of celebrations.

We have a committed P&F committee that plan events to gather for social and fundraising purposes which was so well received by everyone. The Welcome Cocktail evening launches the year where many parents come together in warm and friendly hospitality. Other events like Mother's and Father's Day breakfast, Grandparents' Day, Fun Day, Book Week and many more were so well appreciated. The efforts of parents engaging in fundraising meant they could purchase new resources for the students such as readers and new play equipment. Parent education in literacy development for students was important to train parents who volunteered being parent helpers in kindergarten and Year 1, especially in listening to children read. Parents also participated in an online student safety workshop presented by a psychologist and expert in the field of online safety. The regular open classroom visits were well received by parents so they could experience their children's learning environment and see first-hand learning in action.

The School Advisory Team operates as a sounding board and collective wisdom team to support the principal by providing parent perspective and input into school life to improve the outcomes of the students and families. The Advisory Team worked collaboratively on a revised mission and vision statement to inform our core priorities and mission. There were many opportunities to gather regularly as a school community to celebrate the life of the school through parent engagement and involvement.

Sporting opportunities and representative sport is a strong feature of the school. The school athletics and swimming carnivals saw many students compete in friendly competition and achieve in their area of strength. Debating with other schools and Public Speaking like Bear Pit competition was provided as an opportunity to give students confidence and skill in public speaking. All the extra-curricular activities offered by the school like Band, Science Club,

Yoga, Song Club, Robotics coding and Drama gave students opportunities to develop an interest and explore their passions. The ICAS competitions for English and Mathematics provide an avenue for students to showcase their achievement in academic domains. St Kieran's prepares our students well for transitioning to kindergarten. The four to six transition sessions offered by the school support our children to start school feeling confident and familiar of their new environment, make friends, get to know families and teachers. The Year 6 Student Leadership program and buddy system prepares our Stage 3 students for secondary education and leadership skills they take to life. Family Masses on various Sundays throughout the year followed by morning tea engage our families in parish life to build a good parish and school relationship. The Parent Engagement Co-ordinator role was implemented this year which greatly supported the families in parish and school engagement. The School Concert Musical performed by our Stage 3 students was a highlight of the year, bringing everyone together to showcase the incredible talent of the students.

2023 was another positive year the school and parish worked together in a spirit of welcome and generosity to celebrate and continue to build upon the strength of a strong and committed school community.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
87	83	32	170

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2024. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2023 was 92.64%. 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
94.00	91.50	91.40	93.50	90.50	95.60	92.00

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and Improvement processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	17
Number of full time teaching staff	12
Number of part time teaching staff	5
Number of non-teaching staff	3

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional

development (PD) and logging Elective PD via their NESAs account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Throughout 2023 the school continued its focus on the goals set in the School Improvement Plan. There were several key strategies that were linked to the domain of Student Achievement and these strategies were implemented throughout the year. Student achievement focused on opportunities to differentiate, challenge and support all students to ensure they perform at and above similar schools using NAPLAN as a benchmark.

Professional Learning focused on the continued familiarisation of the new English and Mathematics syllabuses. The staff were led in opportunities to look closely at the content and structure of both syllabuses. Teachers in K-2 were implementing the syllabuses and they provided feedback and insights for the teachers in Years 3-6 who were preparing to implement the syllabuses in 2024.

As well as whole staff professional learning sessions, the Collaborative Coaching program continued to provide opportunities to address student achievement, especially in Writing. This was a positive opportunity to explore closely the content, expectations and strategies of the new syllabus – especially with the teachers of Years 3-6. Close analysis of data in this area became a regular focus for all teachers in the school and the cycle of gathering data, planning strategies, reflecting and refocusing on a new direction became a very strong part of the teaching and learning program throughout the school.

Data Analysis became a crucial area of focus for professional learning, and this was necessary in order to ensure that strategies implemented were resulting in improved learning outcomes for our students. As well as the specific focus in Writing data via the Collaborative Coaching meetings – whole school analysis of data gained from PAT assessments and the NAPLAN results were also crucial in informing student achievement.

To support all students across a range of abilities, professional learning around the structure of the processes for NCCD students was initiated. As well as this professional learning sessions on the needs of EALD students as well as reading difficulties and dyslexia were also conducted.

Evangelisation and Catechesis focused on the need to engage the students and their families in Catholic faith and traditions. The achievement of this goal was planned around strategies such as the implementation of the K-1 new RE curriculum and a focus on familiarisation of Year 2 with the new curriculum. The designing of quality assessment strategies to measure the learning growth of skills and knowledge in RE also became a strong focus. The Service-Learning model continued to be strengthened through planned

strategies that effected this particular approach. The role of the PEC was initiated and supported throughout 2023 to better connect families to the parish and to deepen their faith formation. It was also in 2023 that a greater connection with parish was established to work strategically with a focus on ensuring the Family Masses provided greater opportunity for family participation.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 1 as well as Years 7-10 classrooms in 2022/2023 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Catholic Identity and Mission is at the core of what we do at St Kieran's, visible in our classroom practices, liturgical celebrations and connections with the parish. Our goal for 2023 was to continue to engage the students and their families in Catholic faith and traditions in an authentic and meaningful way.

Supported by our Parish Priests from the Order of St Augustine, students at St Kieran's and their families participated in several liturgical celebrations throughout the year in the form of masses, liturgies and class prayer. The priests work closely with the Religious Education Coordinator (REC) and teachers to prepare liturgical celebrations tailored to the age and stage of the students attending. The priests also visit classrooms each term to enhance the teaching of Religious Education by giving their wisdom, insight and perspective on Scripture themes and other aspects of Catholic Social Teaching.

The day-to-day teaching of Religious Education is facilitated by our dedicated staff using programs developed by the Evangelisation and Catechesis Team at Catholic Schools Broken Bay. In 2023 our Kindergarten and Year 1 students implemented the new RE curriculum, while Year 2 and Stage 3 began their familiarisation phase. The new REC and Year 1 teacher attended several professional learning opportunities associated with the new curriculum and all Early Stage 1 and Stage 1 teachers continue to be supported by CSBB staff in terms of resourcing and delivery of the program. The REC and one Stage 3 teacher for 2024 also attended a professional learning day at the end of the year in preparation for the implementation of the Stage 3 curriculum in 2024.

A major focus and success of 2023 was the employment of a Parent Engagement Coordinator, whose role is to connect families from the school to the parish to deepen their faith formation and parish participation. The school team (principal, REC and PEC) worked strategically with the parish team to ensure that the school and parish were aligned in focus and purpose. One project they are undertaking is to ensure Family Masses are highly engaging and focused on school family participation. After several meetings, it was decided to move the Family Masses to a Sunday evening in an effort to avoid clashes with weekend sport activities and to have the students and their families carry out more of the roles during the Mass. Providing hospitality on the school grounds following the Mass will also enhance the sense of community at these events, while fostering stronger connections between the school families and other parishioners.

The school's 70th anniversary celebrations were a highlight and a point of connection within the community both past and present. Past students and teachers, along with local dignitaries and members of CSBB staff, were invited to a whole school mass followed by a morning tea to celebrate this momentous event. Adding to the celebration, we were blessed to hear from Sisters Lia and Therese from the Sisters of the Good Samaritan order, who spoke fondly of their memories of St Kieran's and its opening.

The Service-Learning Model - Head, Heart, Hands, continued to be strengthened within the community through social justice and outreach initiatives. Catholic agencies were generously supported by the fundraising efforts of St Kieran's families through Project Compassion, pancakes for Shrove Tuesday, Feast of St Mary Mackillop and the Vinnies Christmas Hampers. St Vincent de Paul's Winter Appeal was also supported by our Stage 3 students who participated in the Winter Sleepout to raise awareness of homelessness in Australia.

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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

During 2023, the three Staff Development Days each focused on specific areas and were very beneficial in providing direction for staff.

January 27 was the first Staff Development Day of the year, and this was an opportunity to focus on the goals for the year, including the School Improvement Plan. Expectations around curriculum were outlined and key organisational initiatives were outlined.

On April 24 the staff participated in a Spirituality Day at St Paul's in Manly. This day focused on Indigenous spirituality and the strong connection in that spirituality to land. It was a positive experience in that the five schools from the Southern Peninsula Precinct came together to share and learn as a professional group.

On June 30 the staff joined these schools from the Precinct for a day at St Paul's in Manly. That day focused on the Towards 2025 initiatives of CSBB. It was an opportunity to reflect on progress so far and identify further areas where work will continue to improve our schools to be the best places for learning and teaching.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers 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 Kieran's Catholic Primary School for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	77%	54%
	Reading	100%	67%
	Writing	100%	76%
	Spelling	83%	61%
	Numeracy	78%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	100%	64%
	Reading	100%	74%
	Writing	92%	66%
	Spelling	85%	69%
	Numeracy	100%	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 [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no significant changes made to this policy in 2023.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment that is free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2023.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were changes made to this policy in 2023 to reflect new system processes.

Initiatives promoting respect and responsibility

Initiatives that promote respect and responsibility are explicitly implemented and taught in Religious Education, the Personal Development & Health programs and the social emotional (SEL) whole school programs from K-6. Students in Year 6 are trained by the mentor teachers to lead and engage with Kinder to Year 5 students in peer mentoring SEL skills across the school. The Year 6 student team leadership program and buddy system with kindergarten students promote community life, positive relationships, belonging and leadership skills by providing opportunities for the senior students to support students across the school.

At each Monday Assembly the whole school gathers as a community. We reinforce the school rules of safety and respect. The Civics and Citizenship student leaders lead the school in the Acknowledgement of Country and the singing of the National Anthem. The Mission student team leaders lead the school in a reflection of the gospel message and school prayer. We utilise this gathering each week to acknowledge student achievements in sport, in academics and positive behaviour based on the demonstration of values and school motto.

School Improvement

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

During 2023 the school successfully achieved a number of goals that had been outlined as part of the 2023 School Improvement Plan.

It was a key focus area to differentiate, challenge and support all students to ensure that they perform at and above similar schools using NAPLAN data as a benchmark. Student results in NAPLAN for the 2023 year indicated that this had been achieved. In particular, the Year 5 average results highlight a score that exceeded similar schools.

The focus in Collaborative Coaching sessions on Writing, resulted in teachers refining their teaching and learning practices to use data more explicitly to identify specific and precise areas to focus on with students. It was also an opportunity to look closely at the expectations around Writing in the new English Syllabus. This allowed in turn for greater identification of specific needs and a more specifically differentiated use of classroom strategies for students.

In 2023, through the implementation of the RE curriculum in Kindergarten and Year 1, opportunities were created allowing for explicit modelling of deep thinking. Assessment strategies were implemented to better measure and identify the growth of skills and knowledge in RE learning.

It was during 2023 that the initial steps in supporting and promoting the role of the PEC were introduced. This also led to strategic consultation with the Parish to ensure more engaging family masses with a focus on school family participation.

Priority Key Improvements for Next Year

Key Improvements planned for 2024 continue to focus on student achievement. An objective of this focus is to focus specifically on Literacy and Numeracy skills using NAPLAN as a key measure to result in a greater proportion of our students in the exceeding band. Scale score growth in PAT data will also be analysed to identify improvements.

The Collaborative Coaching sessions in 2024 will focus on Reading including content focus areas such as fluency and comprehension. Data gathered on these areas will be analysed and strategies explored to further improve student learning outcomes in these areas.

Teachers will continue also, to focus on the content of the new syllabuses in English and Mathematics in order to implement the teaching and learning directions outlined in the syllabuses successfully.

Assessment and moderation will be areas that will be further investigated by teachers and will involve use of the Common Five Grade Scale. In an effort to both ensure that students are encouraged to be self-reflective in their learning journey and also to ensure greater precision in assessment, the use of and design of rubrics will be explored.

The implementation of the new RE curriculum for Year 2 and the Stage 3 students will also be a focus for 2024. Increased collaboration with the Parish to further develop a greater presence in the Parish by St Kieran's families will be a key focus area. This will also involve the higher visibility of the PEC to welcome, invite and engage parents to Catholic based events.

Community Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent satisfaction

A range of processes are used to gain feedback from the parent perspective such as through P&F meetings, surveys sent to parents, School Advisory Team meetings, parent consultation forums and parent conversations with school staff. The vast majority of feedback is very positive and include comments such as:

"This school is a friendly, small, nurturing environment, a perfect fit for my child as an inclusive school. The teachers have supported our family and we have watched our child flourish and achieve his full potential."

"I love that my kids can access extension classes. I know they have support teachers for children with learning issues. It's a really great school and I am so glad I decided to send my children to St Kieran's."

Parents feel a strong sense of welcome and spirit of community. They trust the advice of the teachers and work with the school in respectful partnership.

Student satisfaction

The students have opportunities to give feedback at Year 6 student meetings with their teacher mentors, at SRC meetings run in class and with the principal. Teachers offer the students opportunities to give feedback in their learning and in class discussions.

The overall feedback is that the students love their school, teachers and the fun activities the teachers plan to excite their learning. They like the opportunities the school offers them to develop interests in areas such as choir singing, drama, yoga, band, science club, sport gala days and interschool sports, swimming and athletics carnivals. The playground is attractive and colourful, and it engages them in various games and play opportunities. The students value the friends they have and their relationships with each other. The learning environment is beautiful, and the classrooms are a busy place to learn new things.

Teacher satisfaction

Staff consultation is gathered in a range of ways such as staff collaboration meetings, collaborative coaching, business and staff meetings and surveys.

Overall, the staff feel valued and appreciated as professionals and are well respected by the parent community. They regard themselves as dedicated, committed and professional, seeking to continuously upskill and improve teaching and learning practice. They value the respectful partnership they hold with the parents and work closely with them to educate their child.

Staff feel supported by the leadership team and each other. The school has a strong sense of community, and the environment is nurturing and pastoral. The staff enjoy a good working relationship with each other and feel the strong sense of mission and purpose in their role. Teamwork is greatly appreciated and valued.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$1,496,956
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$394,894
Fees and Private Income ⁴	\$792,841
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,083
Total Income	\$2,685,775

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$55,896
Salaries and Related Expenses ⁷	\$2,718,969
Non-Salary Expenses ⁸	\$919,848
Total Expenditure	\$3,638,818

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 2023 REPORT