



# 2023

## ANNUAL SCHOOL REPORT



### St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Mrs Lorraine Vincent

Web: [www.skdydbb.catholic.edu.au](http://www.skdydbb.catholic.edu.au)

## About this report

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St Kevin'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

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### Principal's Message

The purpose of this Annual School Report is to share with the wider community the profile of the school, curriculum initiatives, student performance, and community satisfaction. Throughout the 2023 school year, parents, teachers and students have focused and contributed to the implementation of the School Improvement Plan (SIP) through a great variety of initiatives which are outlined in this report.

The schools Mission is underpinned by our school logo, United in Love, which is held in high regard throughout the school community. In 2023, the school has placed greater emphasis on the teaching of our school values; hope, dignity, compassion and tolerance. Each term, recognition is given to one of our school values and particular students who are seen to portray these values are provided with an award. A simple, yet effective demonstration of our school Mission in action.

### Parent Body Message

The parent school partnership is a message that is conveyed by the principal prior to enrolment through informal conversations during school tours and via more official gatherings such as Open Days. The school recognises that parents are the first educators of their children and for students to thrive and establish themselves as learners, the parent school partnership must be present.

Parents recognise the many and varied opportunities to engage in the life of the school through their contribution to the Parents and Friends (P & F). One meeting is held each term and parents are encouraged to attend, either by attending in person or via ZOOM. An agenda is sent prior to the meeting to enable parents to raise questions and have a voice. Support for school activities and contributions to school finances are made through an annual fundraiser, which supports the purchase of technology. The executive committee of the P & F serves as a consultative body for the principal who uses the feedback to collaboratively plan for whole school initiatives.

Our parents welcome the open door policy that exists between the classroom teachers, parents and the principal. Parent feedback regarding communication is positive and school matters are dealt with in a timely fashion.

## Student Body Message

Senior student representatives reflected on the leadership opportunities as being broad and vast with students having two years, in Year 5 and Year 6 to be recognised as school leaders. This year, the leadership roles of captain and vice-captain were borne which changed the dynamics of the school leadership program.

Students leadership opportunities include: Mission leaders, Sustainability leaders, Library leaders, SRC leaders, Couleur House leaders, Technology leaders and School leaders. The students valued the addition of a classroom teacher who was responsible for a particular leader's group. This meant that the students always had a point of contact within the school. It is the responsibility of the teachers to meet with their leadership group twice a term. This enabled the smooth organisation of projects that were contained within each leadership role.

The participation of the senior students in an Online Cyber Safety program was highly recognised as a valuable addition to 2023. Students recalled the messages of what to do and not to do whilst online and regaled the importance of these messages as an insight to their future safety.

School leadership at our school is seen as a privilege and the students fulfil their obligations with a sense of pride, responsibility and dignity.

## School Features

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St Kevin's Catholic School, Dee Why is a coeducational primary school for children from Kindergarten to Year 6. The school is centrally located within the suburb of Dee Why shopping district. A significant percentage of our school population boasts English as their second language which is an accurate reflection of the wider Dee Why community. It is also an attribute which makes our school unique on the northern beaches of Sydney. Our school motto, United in Love gives inspiration for all we do at St Kevin's and our caring, supportive approach to students' development is both welcomed and appreciated by the school community.

St Kevin's School was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan sisters replaced them in 1935 and remained till the 1970s. From the 1970s until the present time, the school has been managed by lay staff but has retained and maintained close ties to the St Kevin's church and the Scalabrinian priests who administer the Parish of Warringah. The feast day of St Kevin is celebrated on 3rd June and it is a day of whole school celebration which includes a whole school liturgy and celebration.

A strong link has been established with Mater Maria Catholic College Warriewood and St Paul's Catholic College Manly as our two main Catholic feeder schools. The provision of a Catholic Schools Broken Bay (CSBB) coeducational option at St Pauls, Manly, means that both boys and girls have that provision for enrolment for 2025. This offers a clear pathway for all CSBB students. A clear focus on improving the resources, pedagogy, and learning environment with access to specialist teachers, classrooms, and resources in a contemporary setting for our Stage 3 students will be real point of difference for St Kevin's. It is customary for the principal of St Kevin's to correspond with parents of students in Year 4 and Year 5 reminding them of enrolment procedures for our Catholic high schools.

St Kevin's is part of the Northern Beaches cluster of schools and all twelve primary schools are present at all cluster sporting events and gala days. Debating and public speaking are co-curricular programs which greatly enhance our school life and provide students with opportunities to refine important life skills. St Kevin's has a strong student leadership program in which all students from Year 5 and Year 6 are involved. The program identifies the attributes of leaders and students are given time to formulate their own leadership statement for the school year. The student leadership program is valued and well supported by the 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 |
|-------|------|--------|----------------|
| 90    | 98   | 128    | 188            |

\* 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 90.94%. 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 |
| 91.20                          | 92.90  | 92.30  | 90.10  | 90.40  | 89.50  | 90.20  |

## 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

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## Staffing Profile

The following information describes the staffing profile for 2023:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 13 |
| Number of full time teaching staff | 7  |
| Number of part time teaching staff | 6  |
| Number of non-teaching staff       | 2  |

### 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**

Our staff development days focused on key professional learning opportunities, providing teachers necessary upskilling in the following areas:

- The EAL/D learning progressions and the implication these have on our students with a language other than English. Work samples were analysed to ascertain teaching strategies moving forward
- Teachers had the opportunity to unpack the Year 3 to Year 6 Maths syllabus, focussing on the importance of the working mathematically strand
- A deep dive into the English syllabus was undertaken by teaching staff this year with the focus on reconnecting with formative assessment, making the alignment between reading achievement and reading fluency.

## Catholic Identity and Mission

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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.

Guided by the school motto "United in Love" our school and the Warringah Parish have united to celebrate the religious education life of the community. The transparency of the school's faith connection was empowered and supported by the parish priests and the wider parish community.

With the central theme, being community, 2023 saw the introduction of a Parish Mission initiative that reconnected the Warringah Parish with its affiliated schools, St Kevin's Dee Why and St John's Apostle Narrabeena. Supported by the Religious Education Coordinators, the student mission leaders from both schools were provided with opportunities to support their mission roles and develop their faith practices. Guided by the gospel according to Matthew (4:12-25) the students were able to find purpose in the scripture using the underlying message of "come and follow me" as a source of inspiration to spread Jesus' mission to all members of the school community. Through reflective opportunities of prayer and biblical analysis, the students were able to voice their goals and develop ways in which

the schools can both support the fundamental mission of the Catholic Church and inspire their peers to walk alongside their leadership role.

At St Kevin's we support the vision of Catholic Schools Broken Bay, of providing an authentic, professional Catholic education delivered with care and compassion. We aim to provide experiences of discipleship within the local community for each of our children. Working alongside Catholic Schools Broken Bay's, Towards 2025 vision, the school and parish were blessed to have Bishop Anthony visit during the month of November. Both the staff and students used this opportunity to confirm the positive impact Bishop Anthony's vision has had in supporting the teaching of religious education.

Efforts to celebrate the religious life of the school and connect the school, parish and parent community was sincerely welcomed and appreciated by all in 2023. The school maintained its strong connections with the Warringah Parish and was able to celebrate the liturgical year guided by our religious identity, student evangelisation, faith formation, worship, and social justice actions. Throughout the year, the school gathered to mark memorial milestones, celebrating the feast day of our patron saint, St Kevin, Holy Week, Mother's Day, Father's Day and many more. Our school community focused on developing its youth ministry presence, changing the structure and timing of our termly family Mass gatherings.

The Parish Sacramental Program continued to be supported by the school, liaising alongside the Religious Education Coordinator and classroom teachers to best prepare the students and their families undergoing the sacramental journey. Students in Year 3 participated in their first sacrament of Confirmation, where the Bishop attended. Students in Year 4 continued their sacramental journey partaking in Reconciliation before receiving the sacrament of Holy Eucharist. The parental involvement and support received during this time, highlighted the important role parents play in their child's faith development.

Staff spirituality this year, provided the staff with the opportunity to find Christ within their daily lives. The staff found ways to channel their inner thoughts and reflect upon the opportunities Christ has given them. Using scripture as the source of inspiration, the St Kevin's teaching staff found joy in biblical journaling, scriptural Podcasts and meditative walks. These new practices became the guiding light to support the spiritual and religious formation of the teachers.

Social Justice initiatives have always been generously supported by the school community. The school undertook many Social Justice initiatives lead by the Religious Education Coordinator and Stage 3 Mission Leaders. This generosity was warmly recognised by leading organisations including Catholic Mission, Caritas, and St Vincent de Paul.

## Curriculum, Learning and Teaching

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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.

St Kevin's provides an authentic Catholic education, delivered with compassion and commitment. Our mission is to ignite a passion for learning and encourage a deep connection with Christ, shaping students into lifelong learners who actively contribute to society as thoughtful citizens.

Our dynamic team of educators designs learning with interactive, personalised experiences that foster collaboration, critical thinking, curiosity, and a genuine love for acquiring knowledge. The aspiration is for each student to achieve positive and meaningful learning outcomes.

The core focus of our School Improvement Plan (SIP) in teaching and learning revolves around cultivating a collaborative school community that supports student learning and accomplishments. In 2023, Collaborative Coaching has once again served as a key vehicle for targeted, professional development in Mathematics and English.

Over the past year, St. Kevin's has witnessed remarkable success in several key initiatives aimed at enhancing the overall educational experience for our students. The continuation of Collaborative Coaching has played a pivotal role in fostering a culture of teamwork among our educators. Through shared expertise and continuous professional development, our teaching staff has not only honed their skills but also created a supportive environment that translates into improved student outcomes. Coaches in literacy and numeracy work closely with all teachers to dissect, strategise, execute, and assess effective approaches that bolster student learning. A new Mathematics and English syllabus has been taught throughout the year in Kindergarten to Year 2 with Years 3 to Year 6 to teach the new syllabuses in 2024.

The integration of Vivi technology in every classroom has significantly elevated the learning environment. This cutting-edge technology facilitates dynamic and interactive lessons, engaging students in a more immersive educational experience. The visual and interactive capabilities of Vivi have proven to be invaluable in capturing students' attention and promoting active participation, ultimately contributing to a more enriching academic journey.

Recognising the importance of preparing students for the digital age, our commitment to coding education from Kindergarten to Year 6 has yielded promising results. Students at St. Kevin's are not just consumers of technology but creators, as coding skills empower them to understand and shape the digital world. The incorporation of coding into the curriculum reflects our dedication to providing a well-rounded education that equips students with essential 21st-century skills.

Our investment in technology for all students, including the provision of iPads and Chromebooks, has facilitated equitable access to educational resources. This initiative ensures that each student can leverage technology to enhance their learning experience, promoting digital literacy and preparing them for the technological demands of the future. The positive impact of these initiatives is evident in the academic progress and enthusiasm displayed by our students. As we continue to prioritise collaborative coaching, integrate innovative technologies, and invest in comprehensive educational resources, St. Kevin's remains committed to fostering a dynamic and inclusive learning environment that prepares our students for success in an ever-evolving world.

St. Kevin's places a high regard on sports and celebrates student sporting achievements following all key events in our diocese. We organise yearly swimming, athletics, and cross-country carnivals, providing avenues for students to advance to Diocesan, Polding, and State levels in these sports. In Years 3 to Year 6, students can engage in AFL, Netball, Basketball, Soccer, and Cricket Gala Days. Additionally, each class has the chance to take part in a surf education program at Dee Why Beach.

## 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 Kevin'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 | 68%   | 54%       |
|                     | Reading                 | 85%   | 67%       |
|                     | Writing                 | 81%   | 76%       |
|                     | Spelling                | 79%   | 61%       |
|                     | Numeracy                | 82%   | 65%       |

| NAPLAN RESULTS 2023 |                         | Percentage of students in the top 2 proficiency standards |           |
|---------------------|-------------------------|---|-----------|
|                     |                         | School  | Australia |
| Year<br>5           | Grammar and Punctuation | 90%   | 64%       |
|                     | Reading                 | 81%   | 74%       |
|                     | Writing                 | 81%   | 66%       |
|                     | Spelling                | 90%   | 69%       |
|                     | Numeracy                | 96%   | 68%       |

## Pastoral Care and Student Wellbeing

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### 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**

The PBL (Positive Behaviour for Learning) framework incorporates our school rules and ensures appropriate consequences align with our school Behaviour Policy. The Code of Conduct summarises the purpose, learning intentions and strategies used to ensure a safe, productive learning environment for all students at St Kevin's. The PBL team meets twice each term to monitor, analyse and report on student behaviour data. The data provides an indication of the major inappropriate behaviours.

Each week key students from each class are recognised as proud learners thus reiterating the importance of learning and being the best students, they can be. An additional weekly award is given focussing on our other PBL rules of being a safe, responsible and respectful learner. The school's vision is to offer our community of learners a safe school environment where the values of acceptance, compassion, dignity and hope are embraced, and cultural diversity is celebrated.

Our school wide award and merit system includes various end of year achievement awards. These awards are distributed to one child in each category for each class from Year 2 to Year 6. The categories include sport, academic, effort and application and the arts. These awards are distributed at the final assembly for the school year.

In 2023 the school leadership team endorsed a parent program, which focused on children's eating habits and body image. The seminar was well attended; parent feedback was positive and highlighted the need for transparency and knowledge in this area of personal development. Following the success and obvious interest in the seminar, the school leadership team connected with the Butterfly Body Bright program whose main premise is that every child deserves to feel bright in their body. Designed to be integrated into Australian primary schools, it provides resources and support to teachers and their broader school

community. The program aims to promote healthy attitudes and behaviours towards the body, eating and physical activity in children, so they can thrive at school and in life. In 2024, a classroom teacher and the assistant principal will filter the training of this program to all teachers.

This year, all full-time teachers at our school were provided with the responsibility of managing a student leadership team which gave teachers a sense of autonomy within a given framework. The Religious Education Coordinator (REC) became a mentor for the Mission Leaders, aligning the school's social justice initiatives that happen within the school year.

## School Improvement

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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

Major key school improvements in the area of teaching and learning for 2023 include:

The strategy of Collaborative Coaching as a Diocesan initiative has paid dividends for our school in 2023. Teachers have spoken positively about the impact of the weekly coaching sessions as an important aspect of their professional learning. Student outcomes have demonstrated considered improvements, as teachers take time to analyse their teaching and focus on a particular task.

This year our English focus was to develop reading fluency for our students from Year 1 to Year 6. The Literacy coach instigated intervention programs which were facilitated by our Learning Support Assistants. The intervention was consistent and timely and added value to our student readers.

The whole school Language Survey administered to all families in 2023 meant that we had a greater knowledge of our EAL/D students. Teachers had professional learning around the EAL/D learning progressions allowing them time to analyse work samples. This was a key improvement for our school and led to greater teacher capacity in this area.

In 2023, the school reviewed our end of year handover processes which resulted in greater clarity for the teachers. Time was given to adequately share given information on each child, including social emotional development and academic learning.

### Priority Key Improvements for Next Year

The priority areas for school improvement in 2024 include the following:

Establish the new English syllabus from Kindergarten to Year 6 with a focus on explicit instruction and providing teachers with the tools to reimagine the English block. The DOE sample units have been reworked in 2023 to become a successful resource in 2024.

Provide the Year 5 and Year 6 teachers with the expertise to teach the new features of the Religious Education curriculum for the senior students.

Ensure parents are provided with timely information and consultation in the area of National Consistent Collection of Data (NCCD )

Ensure the process of Collaborative Coaching in Mathematics meets the needs of both students and teachers with weekly timetables that offer a realistic timeframe for the coach and teachers. In 2024, the whole school focus will be on developing students mathematical reasoning skills, in all students from Kindergarten to Year 6.

Ensure New Scheme teachers are provided with appropriate supervision and professional development which assists their Provisional Accreditation process.

## Community Satisfaction

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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

Parents at St Kevin's recognise the many and varied opportunities to engage in their child's learning which include, attending parent education sessions, contributing comments to students' classwork via Seesaw and attending and supporting various school functions.

Opportunities exist for parents' engagement and involvement through the work of our Parents and Friends (P&F) community who in 2023 have sought to highlight the importance of the parent school partnership which has been the mantra of the school leadership team for many years.

Parents highly value the work of the classroom teachers and the visible presence of the teachers including the principal. Through reports provided by the P&F president, teachers have been acknowledged for their generosity of time and energy, ensuring each student is the best they can be. Parents have offered demonstrations of appreciation through special times of the year, such as World Teachers Day, recognising the important work of the classroom teacher.

### Student satisfaction

Anecdotal evidence and feedback was sought in the form of an exit survey from the Year 6 student leadership team. The overall results indicated that student satisfaction remains high for 2023.

In particular, students stated the opportunity provided to them by way of the split lunch timetabling which gave all students greater autonomy on the playground. All students surveyed relished the idea of a bigger space and were grateful to have the means to make this a reality for a few days of the week.

Students were happy with the buddy system; however, they would like to see the development of a program that would grant more time for the kindergarten students to work with their senior buddies throughout the school week. The senior students felt that they could be relied upon to assist with more educational tasks, alongside supporting the younger students at lunchtime and during assembly time.

The senior students enjoyed working with another classroom teacher as their leadership mentor, providing a sequel to their high school years. Each student thought this practice should continue into 2024 and beyond.

### **Teacher satisfaction**

The feedback process in order to gain access to teacher satisfaction at our school in 2023 was gathered through anecdotal evidence and by providing an environment where teacher voice is heard and valued.

On the whole, teachers value wellbeing weeks and the efforts made by the school to acknowledge their work. The absence of weekly staff meetings and the simple thoughtfulness of a coffee throughout wellbeing week was considered a reward by most teachers and highly appreciated. The extent of the various activities offered in wellbeing week was due to the efforts of one classroom teacher and the Student Representative Council (SRC). All year groups were well catered for and the teachers were grateful for the organisation and clarity of activities.

This year, curriculum changes have meant a flourish of new resources that needed to be available to effectively teach the English syllabus. The teachers were extremely grateful and acknowledged the school leadership team for the speedy purchasing of various texts, making the way for clear and appropriate teaching programs for 2024.

# 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 <sup>1</sup> | \$2,207,146        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$585,394          |
| Fees and Private Income <sup>4</sup>       | \$623,338          |
| Interest Subsidy Grants                    | \$10,773           |
| Other Capital Income <sup>5</sup>          | \$1,228            |
| <b>Total Income</b>                        | <b>\$3,427,880</b> |

| Recurrent and Capital Expenditure 2023     |                    |
|--|--------------------|
| Capital Expenditure <sup>6</sup>           | \$35,956           |
| Salaries and Related Expenses <sup>7</sup> | \$2,402,961        |
| Non-Salary Expenses <sup>8</sup>           | \$900,502          |
| <b>Total Expenditure</b>                   | <b>\$3,303,464</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.

END OF 2023 REPORT