



2019

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Mr Michael Gallagher

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 the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CSO. 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 in the School 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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

It is my pleasure once again to present the Annual School Report for 2019. Many events took place throughout the year at St Kieran's that together continued to build a strong sense of community among the students, parents, teachers and parish. This strength of community is what St Kieran's prides itself on.

The beginning of the year was a significant one for St Kieran's. At the end of the second week of school, we celebrated the life of the previous principal who passed into eternal life after a long illness. Her passing had a significant impact on all who knew her. Her contribution was recognised with the establishment of a **memorial** playground in her name.

I would like to express my gratitude to all members of the school community. The dedication of the school staff throughout the year was outstanding, as was the support of the parent and parish communities. At the core of our work were the students, who continued to be an inspirational group, living the motto "To Learn and to Love".

Parent Body Message

We had a steady year at St Kieran's with some wonderful fundraising and social activities. It was a great experience working in the P&F, enabling communication between the school and families to achieve the best possible outcomes that benefit all families.

We raised a substantial amount of money through various fundraising activities, including two election barbecues. There were other events that demonstrated the strength of our school community. This began with the Welcome Gathering early in the year followed by a series of other events which included Mother's and Father's Day breakfasts, a school disco, a community carols evening and a Grandparents Day. With the funds raised we were able to contribute towards the building of the new memorial playground. The P&F committee has had a great time getting to know all the St Kieran's families and many friendships have been made. We are confident that these friendships will form the basis for continued success and happiness at St Kieran's for parents and teachers alike.

Parents and Friends Association

Student Body Message

St. Kieran's is an inclusive school. Instead of school captains, everyone is seen as equal in their own unique way with different talents. St Kieran's has leadership teams: Mission, Library, Pastoral Care, Sport, Environment, Technology and Civics and Citizenship. We are

grateful for all the opportunities and extra curricular activities such as yoga, sport, drama, music, visiting our school library, chess club, robotics and learning a new language.

At St Kieran's you are given many opportunities to develop friendships and bond with different people outside your friendship group. Some of the key activities where we've been able to strengthen our friendships are the Year 6 camp to Canberra and the school musical. Activities like these give you chances to interact with other students that are not just in Year 6, but in other grades too. We get to be Buddies to the Kindergarten children as well.

Our school is very supportive of other countries and people less fortunate than us. Each year the student leaders hold a mini fete for the whole school and the money that we raise is divided between St Vincent de Paul and Catholic Missions. We also donate food and hampers to Vinnies at different times of the year. Each year, Years 5 and 6 are fortunate enough to experience what it is like to sleep out in the cold with only a sleeping bag and a cup of soup to keep you warm.

We're so glad our parents chose this school for us.

School Features

St Kieran's School is one of two primary schools in the North Harbour Parish, with St Cecilia's being the other school in Balgowlah. In 2019, the co-educational school consisted of 13 classes from Kindergarten to Year 6. The three Stage 3 classes were combined in The Hub, a learning space that focuses on preparing students for high school based on the Broken Bay Learning Principles such as collaboration, critical thinking and challenge. Classes in the early years focus on literacy, numeracy and social and emotional learning.

The school has evolved since its establishment in 1953. From its humble beginnings as a parish school run by the Sisters of the Good Samaritan, the school and church shared the one space before the church being relocated next door. Over the years the school developed into its current form with a variety of class spaces as well as a mixture of playground space. In 2019, a new play space was developed that allowed for creative and imaginative play for the younger students. Garden areas were re-established as well as a new grass field for the younger students to play ball games.

Classroom renovations focused on the Year 2 classrooms, where new interactive whiteboards, lighting, carpet and furniture were installed. The rooms were designed to allow for more interaction between the two classes while at the same time keeping them independent. The canteen was also refurbished during the year updating appliances and allowing for more space for the volunteers.

Throughout the year the students had many opportunities for a variety of extra-curricular activities including yoga, coding, chess, debating and public speaking. Most of these were offered to all classes while the senior classes had more opportunities of competing against other schools. There were many opportunities for a number of our talented students to compete in a variety of sporting events with many going on to represent the school and diocese at many levels. St Kieran's were winners of the Stage 2 Soccer Gala Day, Stage 2 Boys Cricket Gala Day, Northern Beaches Senior Girls Athletics Relay and the Broken Bay Senior Boys Swim Relay. One student also won the Swimmer of the Meet at the Northern Beaches Carnival.

Year 6 visited Canberra as part of their study on democracy while Year 5 attended a leadership camp at Collaroy. Both opportunities allow the staff and students to instill in the students the concepts of leadership and service.

The school is fortunate to have two parent bodies that support the school in a variety of ways. The Parents and Friends Association supports the school with fundraising and social activities. The School Advisory Council supports the principal in decision making around key aspects of school life.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
140	156	55	296

* Language Background Other than English

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.60%. 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
94.28	94.33	93.81	94.69	93.93	92.72	91.14

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 in students, a sense of wellbeing and belonging
- 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, the CSO 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. The CSO monitors each School's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) 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 (password required).

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	26
Number of full time teaching staff	15
Number of part time teaching staff	7
Number of non-teaching staff	4

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. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

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:

- Proficient: 1294 teachers
- Provisional: 105 teachers
- Conditional: 1 teacher

Additionally, there are approximately 25 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 the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL. All teachers have been involved in PL opportunities during

the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

Professional Learning is the ongoing upskilling of teachers throughout the year to keep them up to date with the changes and development in contemporary education. Staff development days, learning team meetings, self-directed learning and focus days are some of the ways that teachers engage in professional learning.

During 2019, the areas of focus during the staff development days included:

- Personal Development, Health and Physical Education - unpacking and implementing the new syllabus
- Spiritual Formation - exploring the Eucharist as an expression of our Faith
- School Improvement Plan - planning with staff the areas of focus for the year
- Curriculum - investigating best practice in Literacy, namely Spelling

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church: "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 educate and form young people in the Catholic faith. The School provides 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.

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 explores the rich diversity of the Catholic faith and ways in which we live it.

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.

In 2019, our School Improvement Plan informed the Learning and Teaching of Religious Education at St Kieran's. *'By the end of 2019, student's work samples will demonstrate greater capacity for critical thinking around Catholic identity and discipleship.'*

Children's learning continued to demonstrate the use of appropriate Cultures of Thinking (CoT) strategies and high yield teaching strategies to improve engagement with the Scriptures. This was evidenced on the classroom walls, in student workbooks, student presentations, the uptake of Godly Play and student led liturgies to name a few.

In order to accurately reflect teaching outcomes, teachers re-modelled their teaching programs. Programs demonstrated a more strategic implementation of CoT strategies, especially in the areas of synthesis and digging deeper. Teaching programs implemented the use of rich engaging and open ended learning tasks in order to allow students to engage meaningfully with the Scriptures.

The Catholic identity of St Kieran's was visible through the use of contemporary sacred spaces, icons and Religious Education walls. Scripture formed the basis of all prayer, liturgy, Mass and mission activities. Students, teachers and parents gathered on a regular basis for scriptural based prayer.

Students were empowered to proudly live and celebrate their Catholic identity by preparing and participating in events throughout the liturgical year and other community events. These included: Sunday Parish grade masses, Shrove Tuesday, Burning of the Palms, Holy Week Liturgy, Grandparents' Day, Christmas Carols Evening and St Kieran's Feast Day.

Social Justice in the school community was led by the Year Six Pastoral Care team. Students employed the '*Head, Heart and Hand*' service learning model to inform and lead the community in social justice initiatives. Some of these included: visitation to local nursing homes, St Vincent de Paul, Catholic Mission, Vinnies Street Beat and CARITAS. Teachers and parents participated in the Parish G.I.F.T. (Giving in Faith Together) cooking program which involves cooking and distributing meals for the poor.

The Parish of North Harbour, under the care of The Augustinians, is a welcoming and vibrant parish. Our priests of the Parish co-planned masses and visited classrooms to assist teachers with their teaching of scripture and Sacraments.

Teachers from both parish schools, St Kieran's and St Cecilia's, participated in a shared professional learning and reflection day led by a priest of the parish. The staff explored central ideas around "The Eucharist" through video, CoT strategies, discussion and reflection. Many staff members found this day to be a worthwhile journey in their own faith development.

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 2019 the school finalised aspects of the 2017-2019 SIP (School Improvement Plan) and began to think ahead to a new SIP for 2020-2022.

Professional Learning was conducted in the form of learning sessions that focused on a number of areas as identified in the SIP. In English, professional learning explored the design of a more embedded approach to the programming of Word Study. In Mathematics, the Stage 2 teachers participated in an external program based on an approach to teaching known as Encouraging Persistence Maintaining Challenge (EPMC) from Monash University. Participation in this then involved sessions of co-teaching across stages that proved to be a valuable way of developing teacher confidence and capacity in this area.

A key direction identified in the 2017-2019 SIP was the development of student agency. This direction formed the basis of a professional learning program (Professional Learning Plans) where teachers individually identified what they'd like to research and implement in their classroom. This was a positive way to support teachers in identifying what they felt was relevant to their context. The research and implementation was then evaluated and shared with the rest of the staff.

The PDHPE Syllabus was explored by the staff and professional learning around the implementation of this syllabus for 2020 was discussed. The staff worked on a Scope and Sequence for this syllabus as well as a proforma for programming. Staff was also invited to work on the writing of units for this new syllabus, along with other teachers from the diocese.

The staff was led through a process for Self-Review where they were asked to reflect on the progress of the 2017-2019 SIP and to begin to think of directions for the 2020-2022 SIP. From this came the formulation of the new School Improvement Plan for 2020-2022.

The coding program, Robotics continued during 2019 for all grades providing students with experience in coding. As well as this some basic coding equipment was purchased for the Kindergarten grades and this area will continue to be resourced and investigated further, particularly as it forms part of the updated Science and Technology Scope and Sequence. An

after-school program for Robotics was also available during 2019 for students wishing to participate.

Extra-Curricular activities for the students continued with the inclusion of a lunchtime Chess Club which ran successfully for one term. Opportunities continued to be available in the Junior or Senior Band as well as Drama Club.

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website.

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	59%	6%	10%
	Reading	60%	54%	4%	10%
	Writing	39%	55%	0%	5%
	Spelling	49%	52%	6%	11%
	Numeracy	40%	42%	9%	11%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	54%	37%	5%	17%
	Reading	56%	38%	3%	12%
	Writing	28%	19%	3%	18%
	Spelling	56%	38%	3%	13%
	Numeracy	33%	32%	3%	14%

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 pre-requisite 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 CSO website or by contacting the CSO. 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

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 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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

Initiatives promoting respect and responsibility

Students at St Kieran's are taught the two simple school rules from their very first day in Kindergarten on which all responsible behaviour is based: safety and respect. The rules of safety and respect underpin all aspects of our social and emotional learning, as well as the behaviour management approach used in the school by the teaching staff.

In promoting respect for each other and responsible behaviour, the school follows the Choice Theory approach to behaviour management. As the name implies, children have a choice over their behaviour and the behaviour they choose is to meet a specific need. Children are taught about choice and the ways our behaviours affect others. Choice Theory uses a mixture of consequences and reflection on ones own behaviour and how this might impact on others. With guidance from the teacher and support from parents, students are able to make a different choice in the future, once they understand the impact of their behaviour. This is an intrinsic approach to behaviour management rather than a rules-based, extrinsic approach. While there may be a need for consequences following poor choices, the majority of students can make the choice themselves to alter their behaviour into the future.

Throughout the year there are many days that allow the students to focus on respect and responsibility including Harmony Day and *Bullying; No Way Day*. The school also has its own initiatives. Children who follow the rules of safety and respect are recognised for their positive behaviour through the merit award system. Rewards are presented at each assembly for academic, social and extra-curricular achievement.

Students in Stage 3 are given many opportunities where they are able to extend their respect and responsible behaviours to the wider community. Leadership teams and the senior band have regular opportunities to visit the local nursing homes and partake in civic ceremonies

such as Remembrance Day and meeting with the various political representatives of the local area.

Social justice opportunities are an important part of the St Kieran's Mission program. In building an understanding of what it means to serve those less fortunate than ourselves, the community participates in initiatives such as the Vinnies sleep out, St Kieran's Day Catholic Mission appeal, the Christmas hamper collection and the Caritas Lenten program.

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 are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

2019 was the final year of the three year School Improvement Plan (SIP). As part of the review of the SIP, the school took part in a Self-Review Process facilitated by the Catholic Schools Office on behalf of NESAs. The school was able to present to other schools and the various authorities the significant achievements and areas for continued focus into the next School Improvement Plan.

There are three goals within the SIP which fall under different aspects of school. These areas for review and the particular goals were:

- Mission - To deepen students' connection between Jesus' teachings and their discipleship
- Teaching and Learning - To increase student ownership of learning in order to improve outcomes
- Pastoral Care - To embed a culture of wellbeing to further develop social and emotional learning skills

While these three areas of the SIP are ongoing, there were many indicators and measures demonstrating significant achievements across these three domains. Particular achievements for 2019 included the ongoing strengthening of the relationship between the Parish and school, especially through the involvement of the Augustinian order. A focus on Spelling allowed students to explore words beyond spelling lists, but focus on word study instead and in Pastoral Care there was continued opportunities for teachers and parents to focus on the social and emotional developmental continuum of student development.

Priority Key Improvements for Next Year

2020 sees the commencement of a new School Improvement Plan for the next three years. The domains of Mission, Learning and Teaching, and Pastoral Care remain the same but the goals have been re-written based on the Self-Review conducted at the end of 2019.

The three new goals for 2020-2022 are:

- Mission - To foster in students pride in their Catholic identity
- Teaching and Learning - To improve continued learning growth for students
- Pastoral Care - To deepen students' social and emotional learning skills

Particular areas of focus in 2020 will be on re-energising our liturgies and celebrations to make them more joyful through song and dance; regular analysis between leadership and teachers of student data to improve learning outcomes, along with the extension of challenging tasks in mathematics; review key expectations of student behaviour across all year groups to ensure consistency of practice and clear understanding for students.

These goals and focus areas will be reviewed regularly throughout the 2020 school year.

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

In preparation for Self Review, the school surveyed parent satisfaction within the school. Comments from parents included:

"The interaction with the other parents and the wonderful comfort to talk to the teachers."

"The communication between parents and school is fluent and appropriate and the satisfaction of my child participating in school activities and on a daily basis."

"It is a caring and very friendly environment where parents always feel welcome. The staff including the principal are very approachable. It was certainly the right decision to send our child to St. Kieran's!"

"We strongly value the 'family' type setting that St Kieran's provides. The children all know and care about each other irrespective of their age and year."

In other feedback parents conveyed their pride in the school's approach to nurturing the Catholic faith in their children. The school was seen to value relationships and promote inclusion, tolerance and respect. Parents talked about their pride in the school and genuinely spoke positively about the teachers.

Student satisfaction

Various students have commented on their experiences at St Kieran's:

"I love learning about God and seeing my friends at school. St Kieran's has a staff full of nice people and the students are kind. The teachers all know what they are doing and will help you with anything you need".

"I like St Kieran's because I have nice friends, good teachers and a great playground. I love learning at this school".

"There are so many nice and caring friends. All the teachers do their best".

Teacher satisfaction

As part of the self-review process, staff were asked to comment on their satisfaction at school:

"Working at St Kieran's is very satisfying. I feel so blessed to be working in a community whereby the staff are professional, supportive and committed to the mission and vision of the school. I am also grateful that the parent body, on the whole, is supportive of staff and that the students enjoy coming to school to learn".

"The things I have always valued and appreciated at St Kieran's are; the standard of collegial professionalism amongst the staff; the strong professional learning which is typically planned at a school level and links in very clearly to the school's improvement plan; the opportunity for all teachers to lead in different areas so that there is a shared approach to leadership".

"Having worked at St Kieran's for a couple of years now, I feel extremely blessed to be in such a positive environment. The leadership team are so professional and considerate of all stakeholders within the school, the staff are so dedicated and are a wonderful team to collaborate with, and the students and their families form such a warm school community".

"I feel extremely welcomed, supported and included in the St Kieran's community due to the knowledge and guidance provided by other staff members".

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$1,885,203
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$532,721
Fees and Private Income ⁴	\$1,161,891
Interest Subsidy Grants	\$8,118
Other Capital Income ⁵	\$174,982
Total Income	\$3,762,915

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$345,899
Salaries and Related Expenses ⁷	\$2,790,058
Non-Salary Expenses ⁸	\$923,965
Total Expenditure	\$4,059,922

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 2019 REPORT