



2025

ANNUAL SCHOOL REPORT



St Kieran's Catholic Primary School

63 Gordon Street, MANLY VALE 2093

Principal: Ms Margaret Holles

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 Limited as Trustee for the Catholic Schools Broken Bay Trust (CSBB), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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, we are committed to recognising and celebrating the diverse abilities of every child—academic, social, emotional, creative, spiritual, and physical. We nurture a sense of wonder, curiosity, and passion for lifelong learning. Our mission, embodied in the motto "To Learn and To Love," is to provide a high-quality education grounded in faith.

This year has been one of significant change. The announcement that St Kieran's will combine with St Cecilia's, Balgowlah, marks an exciting new chapter for our community. This change brings opportunities to unite the strengths and traditions of both schools, creating a vibrant learning environment for the future.

While preparing for this transition, we have continued to focus on excellence in teaching and learning. Our School Improvement Plan has guided the implementation of differentiated programs and the new English, Mathematics, and Religious Education curriculum. Professional learning remains central, with collaborative coaching and ongoing upskilling ensuring our teachers deliver the highest quality education.

I am deeply grateful to our dedicated staff, our parish priest, Fr Michael Belonio, and our families for their support during this time of change.

Together, we look forward with hope and confidence to a future where every child is known, valued, and inspired to learn and to love.

Parent Body Message

The St Kieran's Parents & Friends (P&F) Association continued to be a cornerstone of our school community throughout 2025, fostering connection and supporting initiatives that enrich student learning and wellbeing. This year has been particularly significant as we prepare for the exciting transition to a combined school community with St Cecilia's at Balgowlah.

Our focus remained on creating opportunities for engagement and celebration while raising funds to enhance the learning environment. The key event in 2025 was the School Fete. This event was met with incredible generosity and enthusiasm from the community.

The P&F also coordinated a range of events that brought families, staff, and parish together, including Welcome Drinks, Mother's and Father's Day celebrations, Grandparents' Day, the School Disco, and Christmas Carols. These occasions continue to strengthen the sense of belonging that makes St Kieran's so special.

Looking ahead, the P&F is committed to supporting the school's strategic priorities during this time of change. Plans are underway for new initiatives in wellbeing and outdoor shaded play spaces, as well as fresh opportunities to engage families and celebrate our vibrant culture. We sincerely thank all parents, staff, and community members who have given their time and energy this year. Your contribution makes a lasting difference and ensures St Kieran's remains a strong, connected, and thriving Catholic school community.

Student Body Message

As students at St Kieran's, we are grateful for the many opportunities we have to grow, learn, and take on new challenges. All Year 6 students are given the chance to become leaders, working in teams and being mentored by teachers who help us develop confidence, responsibility, and important leadership skills.

Our Student Representative Council (SRC), made up of students from Years 3 to 6, plays a key role in shaping our school. We are encouraged to share our ideas and help make decisions that improve our learning environment. Students have contributed to choosing new playground equipment, organising Fun Days and Lunchtime Clubs, and offering suggestions that make learning and play more enjoyable for everyone. At St Kieran's, every student's voice matters.

We are also passionate about helping others. As a school, we support important causes and take part in outreach projects that allow us to make a positive difference in the wider community. One of the highlights each year is being buddies to Kindergarten students, helping them feel safe, welcomed, and settled as they begin their schooling journey.

At St Kieran's, we help create a friendly, supportive, and joyful school atmosphere where students get along, teachers genuinely care for us, and learning is fun and meaningful. We are proud to be part of a school that values kindness, collaboration, and personal growth.

As we look to the future, we are excited to welcome the students of St Cecilia's into our community. We look forward to learning together, making new friends, and building a strong, united school where every student feels included, respected, and inspired.

School Features

St Kieran's offers a nurturing and dynamic learning environment for students from Kindergarten to Year 6, with bright, well-equipped classrooms that support innovative teaching and learning.

Community engagement remains central to school life, with events such as Welcome Drinks, Mother's and Father's Day celebrations, Grandparents' Day, Book Week, and the School Fair fostering strong connections. Fundraising enabled the purchase of new STEM resources and library books, while Open Classroom visits gave parents valuable insights into student learning.

Students enjoyed opportunities to shine through athletics and swimming carnivals, public speaking and debating. Extracurricular programs included Robotics, Coding, Chess, Drama, Song Club and Yoga.

Academic achievement was celebrated and also acknowledged through ICAS English and Mathematics competitions. Thanks to the expertise and dedication of our Music Teacher, The Stage 3 Musical was a highlight of creativity and community spirit.

Supporting student transitions is central to our approach. This year it also included transition opportunities for the St Cecilia's students joining St Kieran's in 2026. The structured Kindergarten orientation program ensures a smooth and confident start for young learners, while the Year 6 Student Leadership program and buddy system equip students with the skills they need for secondary education and beyond.

Family Masses held throughout the year foster a strong connection between the parish and school, with sausage sizzle or pizza hospitality after Mass. The Parent Engagement Coordinator's role further strengthened relationships between families, parish, and school.

As we prepare for the exciting merger with St Cecilia's at Balgowlah, St Kieran's remains committed to providing a vibrant, faith-filled environment where every child is known, valued, and inspired to thrive.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2025. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
66	75	28	141

* 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 2025. 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 2025 was 91.82%. 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
93.63	94.33	90.93	91.96	91.90	91.59	89.36

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 Department of Education 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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2025:

Total number of staff	17
Number of full time teaching staff	9
Number of part time teaching staff	4
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 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 (HALT) are voluntary. Catholic Schools Broken Bay currently has 27 HALTs and 145 aspiring HALTs engaged in the process.

The table below details the number of teachers at the School who are at these levels:

Conditional Teachers	0
Provisional Teachers	0
Proficient Teachers	13

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 [CSBB's 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. The CSBB Religious Education Curriculum has been developed to further enhance the learning experience for all. It includes 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

The Evangelisation and Catechesis School Improvement Plan goal for 2025 was to strengthen staff and family faith formation, supporting both personal experience and students' genuine encounter with Christ. This aligns closely with CSBB's Towards 2025 purpose: inspiring hearts and minds to know Christ, to love learning and to use their gifts to be the very best they can be.

Supported by our Parish Priests from the Order of St Augustine, students and families participated in numerous liturgical celebrations throughout the year. The priests presided over school liturgies and visited classrooms to enrich Religious Education (RE) by sharing their insights and experience.

The Catholic identity of St Kieran's continued to be strengthened through a sustained focus on prayer. Weekly whole-school prayer at assemblies, daily classroom prayer, engagement in liturgical year celebrations and regular staff prayer all contributed to the formation of our staff, students and families.

Our Religious Education program continued its implementation of the new CSBB curriculum, with 2025 marking the introduction of Stage 2 units and completing the staggered roll-out. Our current Year 3 cohort became the first group to experience the curriculum from Kindergarten. Staff further deepened their understanding through a System-wide Staff Development Day held across multiple diocesan locations.

The REC and PEC collaborated closely to strengthen partnerships with families, offering meaningful opportunities that supported parents as the primary educators of faith. Working with the parish team, the school engaged deeply with the Shared Mission Principles to identify key areas of focus and ensure a united approach to faith and community life. The community also revisited the mission statement, renewing shared understanding of the values shaping our identity and culture. Staff were regularly supported through opportunities to engage with the Gospel, enhancing both their personal formation and their capacity to lead students spiritually. Liturgical celebrations were enriched by a renewed emphasis on music, creating more engaging, student-centred and family-friendly Masses that strengthened participation and connection.

The Little Kieran's Playgroup continued to thrive. Its move from the parish hall into the school grounds expanded opportunities for our students to participate as leaders.

Our Service-Learning Model continued to grow through social justice initiatives. Catholic agencies were supported through Project Compassion, Shrove Tuesday pancakes, Mackillop Place and Vinnies Christmas Hampers. Vinnies also benefited from the Winter Sleepout and Pyjama Day.

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.

The School Improvement Plan goal for Student Achievement in 2025 was to increase learning growth and improve wellbeing for all students, aiming for whole-school achievement that is equal to or better than similar schools.

Planned professional learning supported staff and leadership to work towards this goal. Collaborative Coaching focused on Mathematics—an identified area of need based on NAPLAN and PAT data. Teachers worked with their Collaborative Coach to analyse data and student work samples, informing targeted teaching strategies. Stage team collaboration enabled the sharing of expertise and best practice, supported by AERO research to deepen knowledge in Mathematics.

To support student wellbeing, the school used the 2023 Student Wellbeing Boost funding to subscribe to The Resilience Project (TRP), which provides evidence-based programs that build resilience and positive mental health skills. The school also reviewed its Homework Guidelines, with input from staff and parents, to streamline teacher workload and strengthen learning and wellbeing outcomes.

Teachers continued implementing the new English and Mathematics syllabuses and engaged in Staff Development Days focused on the next wave of Curriculum Reform (CHPS syllabuses). A system-wide day on Religious Education supported teachers in the rollout of the new K–6 curriculum.

Data analysis—including NAPLAN, PAT Mathematics, PAT Reading Comprehension, and Early Years Screeners for Year 1 (Phonics) and Year 2 (Mathematics)—identified specific areas requiring targeted intervention and informed planning.

Coding and STEM programs continued across K–6, with STEM further embedded across other Key Learning Areas.

The Learner Diversity Program continued to support students with additional needs and those requiring extension. In 2025, MiniLit continued for Year 1 and 2 students as an early literacy intervention based on explicit reading instruction.

A Creative Arts Showcase replaced the traditional school musical in Term 3. Written and directed by Music teacher Donna Hoy, the showcase included all Stage 3 students and members of Song Club.

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.

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 2025 is reported in the table below.

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	83%	54%
	Reading	95%	66%
	Writing	81%	76%
	Spelling	83%	62%
	Numeracy	90%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	57%	63%
	Reading	71%	73%
	Writing	83%	65%
	Spelling	71%	69%
	Numeracy	64%	69%

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 and Student Wellbeing Policy](#). 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](#). 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 2025.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 significant changes made to this policy in 2025.

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 2025 to reflect new system processes.

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

Parent feedback reflects strong appreciation for the school's warm, inclusive culture and strong sense of community. Families describe the school as welcoming and vibrant, with many opportunities to connect through assemblies, family Masses, cultural events, and year-group gatherings. The involvement of the P&F and class parents is highly valued, helping to build meaningful relationships and support a collaborative environment. While some note challenges with volunteer availability, parents consistently affirm that the school offers a rich and engaging community experience.

Parents also express high satisfaction with communication. They value the range of tools—Compass, newsletters, WhatsApp groups, Seesaw and Sway—which keep them informed and connected to their child's learning. These platforms support transparency and engagement, and parents appreciate the effort teachers put into maintaining open communication. Although a few find the number of platforms slightly overwhelming, the overall feedback highlights gratitude for the school's proactive approach to keeping families well informed and involved.

Student satisfaction

Year 5 students show strong enthusiasm for school life and genuine excitement about the upcoming merger. They look forward to expanding their friendships, learning alongside new peers, and becoming part of a larger, more vibrant community.

Students value St Kieran's inclusive leadership structure, appreciating that everyone has the chance to take on meaningful roles and build confidence. Leadership teams across sports, civics, library and technology, mission, environment, and wellbeing are viewed as purposeful opportunities to contribute to school life.

Feedback on behaviour management and recognition is very positive. Students enjoy teacher awards and house points, noting that they help build team spirit and a supportive culture. They also suggested thoughtful improvements such as a Student of the Month award and GEM (Gratitude, Empathy and Mindfulness) jars in every classroom.

Overall, students describe St Kieran's as a place where they feel included, respected, and motivated. They value the chance to lead, collaborate, and celebrate achievements—and they look forward to welcoming St Cecilia's students as they help shape a strong and united school community.

Teacher satisfaction

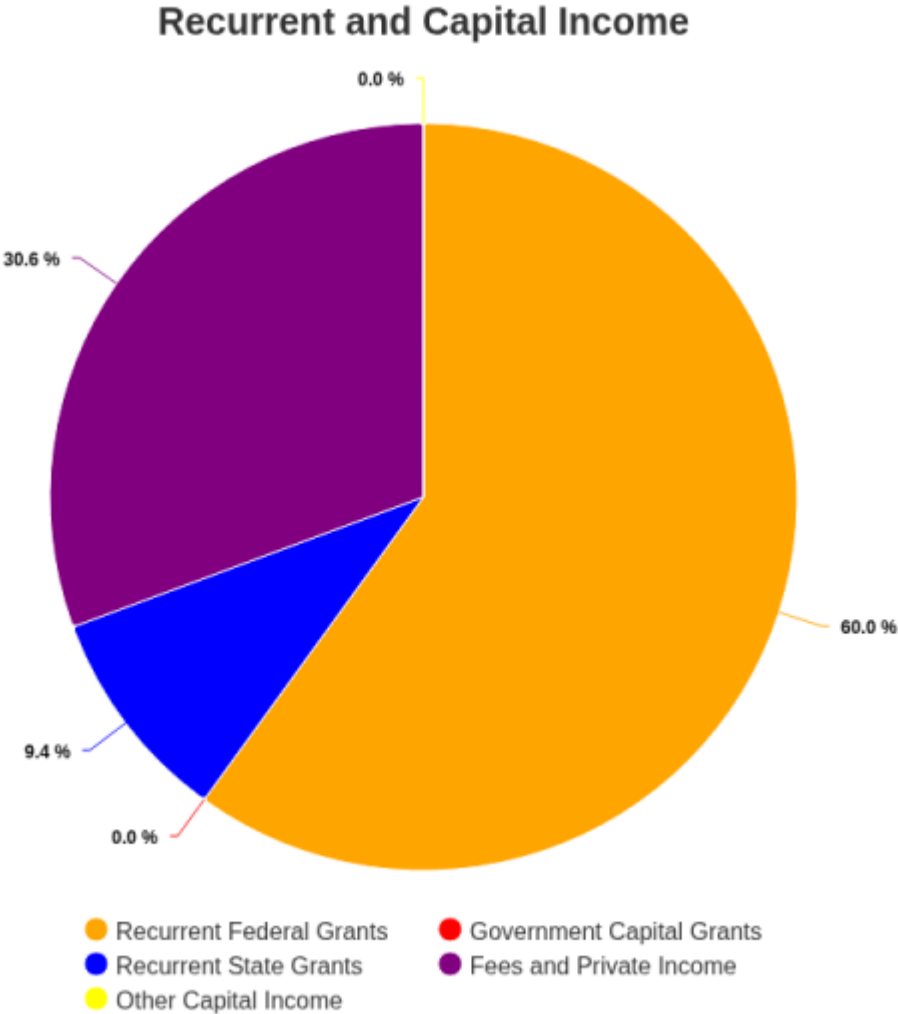
Staff feedback highlights a collegial, caring culture built on strong professional relationships and regular social events that support morale and teamwork. Classrooms are well resourced across the library, STEM, art, and music, with strong device ratios enabling high-quality, technology-enhanced learning. Collaborative Coaching and ongoing professional learning are seen as major strengths that reinforce the school's strong teaching practice. Flexible learning spaces, such as the Emmaus Room, enable responsive, student-centred learning.

Teachers also celebrate a vibrant faith life, noting beautiful liturgies, a strong community spirit, and the successful rollout of the new Religious Education syllabus. Internal communication tools (Teams, Outlook, Compass) are valued for their efficiency, and staff acknowledge the school's increasingly professional social media presence.

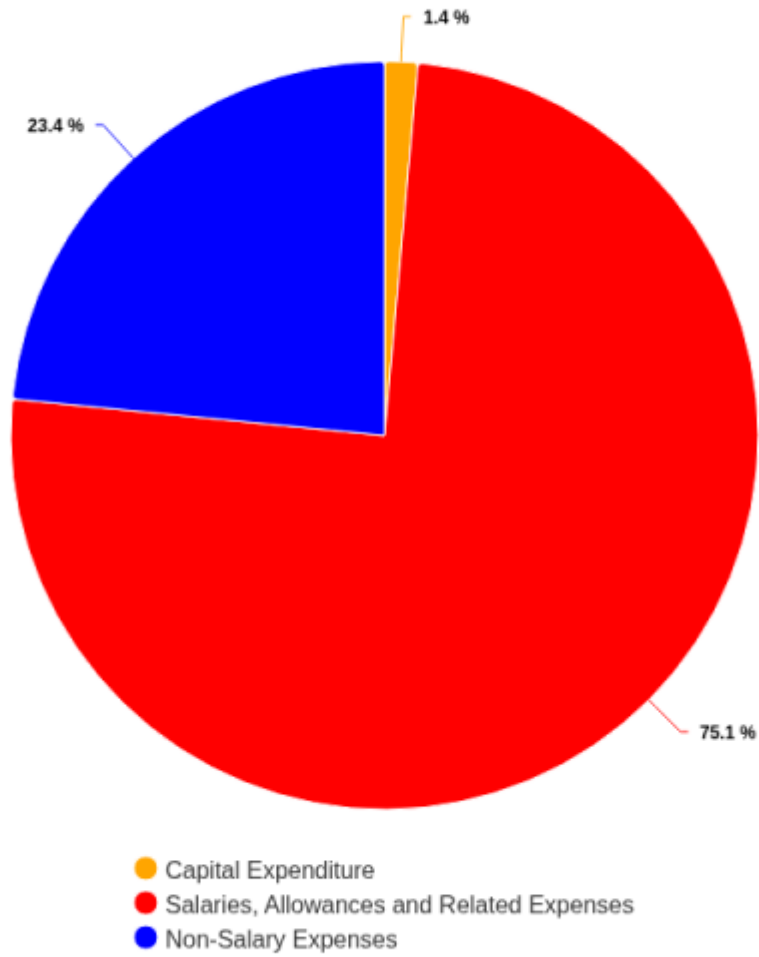
Student wellbeing is recognised as a strength, with TRP embedded across K–6, alongside the Buddy program, senior leadership opportunities, yoga, and community-building events. Recognition systems—including inclusive merit awards supported by GEM mentors—reinforce wellbeing, values, and belonging.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2025 is shown below. More detailed financial data is available on the [My School website](#).



Recurrent and Capital Expenditure



END OF 2025 REPORT