

2025

ANNUAL SCHOOL REPORT



St Kevin's Catholic Primary School

57-59 Oaks Avenue, DEE WHY 2099

Principal: Mr Adrian Pulley

Web: www.skdydbb.catholic.edu.au

About this report

St Kevin'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

This Annual School Report shares the profile of St Kevin's Catholic Primary School, including curriculum initiatives, student achievements and community growth in 2025.

It is a great privilege to have been appointed Principal of St Kevin's, Dee Why and to serve this community. From my first weeks, I was warmly welcomed by students, staff, parents and carers. Each day, our students bring joy, curiosity and enthusiasm to learning. Their kindness and willingness to embrace new opportunities reflect the strong community built at St Kevin's over many years.

Our motto, *United in Love*, guides the way we learn, work and grow together. Our values were taught, celebrated and recognised through Principal's Awards for students who demonstrated compassion, acceptance, dignity, hope and resilience.

In July, staff from across Catholic Schools Broken Bay celebrated the completion of the five year *Towards 2025* strategic plan and the launch of *Shaping Tomorrow, Together in Faith*. This reflected the leadership and vision of Bishop Anthony Randazzo and our Director of Schools, Mr Danny Casey, who have inspired this direction for Catholic education in the Diocese.

Grounded in our purpose of inspiring hearts and minds to know Christ, love learning and use their talents well, the new strategy places students at the centre of all we do. Its priorities are evangelisation and catechesis; academic growth, wellbeing and achievement for every student; partnerships with parents as primary educators; capable, faith-filled leaders and effective staff; and resources, facilities and technologies that support safe, contemporary learning.

At St Kevin's, these priorities were reflected in ensuring every child felt known, valued and supported through wellbeing, high-quality classroom practice, inclusive opportunities and clear structures for students requiring assistance. Teachers responded collaboratively to academic, social and emotional needs, supported by the Learner Diversity Team, school leadership and specialist staff.

Getting to Know My Child conversations strengthened partnerships with families by enabling parents and carers to share their child's strengths, interests, needs and aspirations with teachers, supporting personalised learning and communication.

St Kevin's is blessed with dedicated teachers and support staff who bring care, professionalism and generosity to their work. Our community gathered for liturgies, Family

Masses, sporting carnivals, excursions, parent events, transition programs and celebrations, strengthening belonging.

As we look to the future, we remain committed to building on foundations and developing a school where students grow with confidence, love learning and live out the message of Jesus through kindness, service and compassion.

Parent Body Message

In 2025, the St Kevin's Parents and Friends Association continued to work closely with families, the school, the parish and the wider community to support the learning, wellbeing and development of our children.

At the beginning of the year, we invited families to share their ideas about the community events they valued and would like to support. This feedback helped us shape a calendar of activities designed to build connection, belonging and school spirit. These included the parent welcome evening, school disco, Mother's Day stall and breakfast, Father's Day stall and breakfast, the Bush Dance and a number of fundraising initiatives.

These events were made possible by the generosity of our parents and carers. Throughout the year, families volunteered their time, donated items, supported raffles, prepared and served food, helped with set-up and pack-down, and encouraged their children to take part. Each event provided an opportunity for our community to come together, strengthen friendships and contribute to the welcoming culture of St Kevin's.

The P&F also continued to play an important consultative role. Families contributed to discussions about community events, learning resources, the school uniform and future priorities. The uniform review provided parents and carers with an opportunity to share feedback about comfort, practicality, accessibility and inclusive options for students. The Parent and Community Voice session also allowed families to share their hopes for the future of St Kevin's and the broader Catholic Schools Broken Bay community.

Through the generous support of families, the P&F was able to contribute resources that directly benefit students. These included literacy resources, decodable readers and equipment to support school activities and sporting events. Fundraising initiatives, including personalised tea towels, raffles and the mango drive, were warmly supported across the school.

Our class parents also continued to play an important role in strengthening communication, welcoming families and encouraging participation in school life. P&F meetings were held throughout the year, with opportunities for parents and carers to join in person or online.

We are grateful for the openness of the school leadership team and the willingness of staff to listen, respond and work collaboratively with families. We also extend our sincere thanks to every parent and carer who contributed to the life of the school throughout 2025. Whether

through volunteering, attending events, sharing ideas or offering practical support, each contribution helped make St Kevin's a stronger and more connected community.

Student Body Message

Throughout 2025, we were given many opportunities to learn, lead, serve others and contribute to life at St Kevin's.

Students in Years 5 and 6 took on leadership responsibilities as School Captains, Vice-Captains, Mission Leaders, Sustainability Leaders, Library Leaders, Student Representative Council Leaders, Colour House Leaders and Technology Leaders. These roles helped us develop confidence, responsibility and an understanding that leadership is about serving others and making a positive difference.

Students from Kindergarten to Year 4 also contributed through the Student Representative Council. SRC members were chosen by classmates to represent the ideas of their year groups, giving younger students a voice and helping us improve our school.

The SRC made recommendations that led to positive changes. We suggested doubling the number of awards presented at assemblies so more students could be recognised for their achievements and for living out our school values. We asked for more playground equipment and contributed ideas to the Peace Place, a calm and welcoming area where students can reset during break times.

We reviewed the school's Positive Behaviour for Learning rewards and recommended that end-of-term rewards celebrate the whole school rather than one colour house. We felt this recognised everyone's efforts and showed that we are all United in Love. Students were also consulted during the school uniform review, sharing feedback about comfort, practicality and suitable options.

Our Mission Leaders encouraged us to live out our motto, United in Love, through our actions. They supported initiatives such as the St Vincent de Paul Winter Appeal and helped us understand how small acts of kindness and generosity can make a difference.

We enjoyed representing St Kevin's at swimming, cross country and athletics carnivals, gala days and representative sport. We also participated in public speaking, choir, the Glockenspiel Band, library activities, creative arts, excursions and the annual SRC Talent Quest.

The buddy program remained an important part of school life. Older students supported younger students through shared learning, playground interactions and special events. This helped us build friendships and develop care and responsibility for one another.

We were encouraged to take on challenges, support our classmates and persevere when things were difficult. Our leadership roles, learning experiences and school activities helped us grow in confidence and resilience.

At St Kevin's, we understand that leadership is a privilege and an opportunity to serve others. We are grateful that our ideas were heard and that we contributed to making our school a welcoming, inclusive and connected community that is truly *United in Love*.

School Features

St Kevin's Catholic Primary School, Dee Why, is a Catholic systemic coeducational school for students from Kindergarten to Year 6. The school welcomes families from many cultural and linguistic backgrounds.

Our motto, *United in Love*, inspires all that takes place at St Kevin's. In partnership with families and Warringah Parish, the school nurtures students academically, socially, emotionally and spiritually, ensuring every child feels known, valued and supported.

St Kevin's was established by the Goulburn Sisters of Mercy in 1925. The Good Samaritan Sisters continued the school's mission from 1935 until the 1970s. Since then, lay staff have led the school while maintaining strong connections with St Kevin's Church and the Scalabrinian Fathers who administer Warringah Parish. In 2025, the school marked 100 years of Catholic education.

St Kevin's provides a contemporary curriculum based on the NSW syllabuses and the Catholic Schools Broken Bay Religious Education Curriculum. English and Mathematics remain priorities, supported by explicit teaching, differentiated learning and student data. Teachers work collaboratively to build curiosity, confidence, critical thinking and a love of learning.

The Learner Diversity Team works with teachers, families and specialists to provide adjustments and targeted support. MiniLit develops foundational literacy skills, while English as an Additional Language or Dialect support builds confidence and proficiency in English.

Students are offered enrichment and extension opportunities led by the Assistant Principal, enabling them to stretch their thinking and solve complex problems beyond the classroom program.

Creative Arts remain important. Students participate in music, dance and drama, choir, the Glockenspiel Band, liturgical music, performances, public speaking and the annual SRC Talent Quest.

Sport and physical activity are highly valued. Students participate in carnivals, gala days and representative pathways, while SISA coaching and sport clinics develop skills, confidence, resilience and teamwork.

Student voice is central to school culture. Through the SRC, students contributed to increased assembly awards, additional playground equipment, the Peace Place, renewed whole-school Positive Behaviour for Learning celebrations and the school uniform review.

Families connect through Family Masses, Mother's Day and Father's Day celebrations, Grandparents and Special Friends Day, sporting events, the disco, Bush Dance and end-of-year celebrations. Playgroup, Open Day activities and Books Before Bed support new families.

Through its Catholic identity, inclusive culture and commitment to high-quality learning, St Kevin's provides a welcoming environment where students grow with confidence.

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
89	89	118	178

* 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 91.66%. 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
92.68	92.70	91.88	90.49	92.29	90.82	90.16

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	19
Number of full time teaching staff	8
Number of part time teaching staff	6
Number of non-teaching staff	5

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	14

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.

Our motto, United in Love, remained central to the religious and pastoral life of the school throughout 2025. Students were encouraged to understand that faith is expressed not only through prayer and liturgy, but also through everyday choices in the classroom, playground and wider community.

Students participated in regular prayer, liturgies and Masses throughout the year, including the Opening School Mass, Ash Wednesday, Holy Week reflections, the feast day of St Kevin, Pentecost, Corpus Christi, the feast of Saint Mary of the Cross MacKillop, the Feast of the Assumption, Grandparents and Special Friends Day, Father's Day, All Saints Day, All Souls Day, Advent and end-of-year celebrations. Family Masses enabled students and families to gather with the parish community, and a combined Parish Family Mass with St John the Apostle Catholic Primary School strengthened connections across Warringah Parish.

The school continued to support the Parish Sacramental Program. Students prepared for and received Reconciliation, Confirmation and First Eucharist. The Sacrament of Confirmation was celebrated with Bishop Anthony Randazzo, while students preparing for First Eucharist

participated in a four-week program focused on the Mass, the Last Supper, Holy Communion and their relationship with Jesus.

Social justice initiatives remained an important expression of the school's mission. The community generously supported Project Compassion and the St Vincent de Paul Winter Appeal, with Mission Leaders encouraging practical support for people experiencing hardship.

Staff faith formation was also prioritised. A spirituality day included a Dadirri reflection, learning with the Aboriginal Heritage Office at Manly Dam, Mass with Fr Resty and a visit to the shrine of Saint John Vianney. These experiences encouraged staff to pause, reflect and deepen their understanding of their vocation within Catholic education.

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.

Guided by our mission to inspire hearts and minds to know Christ and love learning, St Kevin's Catholic Primary School strives to foster a strong sense of purpose by supporting students to grow as lifelong learners who contribute positively to society.

High-quality teaching and learning is underpinned by engaging, personalised experiences that promote collaboration, critical thinking, creativity and curiosity, with a shared commitment to ensuring every student achieves success and meaningful educational outcomes.

In 2025, a key focus was professional learning and preparation for the implementation of the new NSW Curriculum Reform syllabuses in Science and Technology, Creative Arts, HSIE and PDHPE, with staff engaging in collaborative planning to build readiness for implementation in 2027. English and Mathematics continued to be strengthened through Collaborative Coaching, with the Assistant Principal working alongside teachers to support data analysis, lesson design, evidence-informed practice and reflection on student progress.

A significant investment in digital learning through the purchase of 65 Dell Chromebooks established a 1:1 device environment in Years 3 to 6, with technology purposefully integrated to enhance collaboration, creativity, research and feedback while complementing explicit teaching and foundational skill development. Literacy remained a priority through investment in the evidence-based MiniLit program, supporting targeted intervention and explicit instruction to strengthen foundational reading skills.

High Potential and Gifted Education was strengthened through fortnightly enrichment sessions for identified students, providing opportunities to extend higher-order thinking, problem solving and inquiry beyond the classroom, with plans established to expand this provision to weekly sessions in 2026 for selected students in Years 1 to 6. Support for students with diverse learning needs remained central to inclusive practice, with personalised adjustments, targeted interventions and strong collaboration with families ensuring students were supported to access the curriculum and achieve success.

The school continued to prioritise sport and physical activity through expanded opportunities for participation and competition, with students accessing high-quality venues including

aquatic centres and specialist athletics and cross-country facilities to develop skill, resilience and teamwork. The partnership with SISA remained highly successful, providing specialist PE instruction that ensured consistency across the school. Students participated in swimming, athletics, cross-country and gala day events, with opportunities to progress to Diocesan, Polding and State levels.

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 Kevin'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	75%	54%
	Reading	82%	66%
	Writing	76%	76%
	Spelling	79%	62%
	Numeracy	61%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	66%	63%
	Reading	74%	73%
	Writing	82%	65%
	Spelling	85%	69%
	Numeracy	72%	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

Parents and carers remained strongly engaged in school life throughout 2025.

Getting to Know My Child conversations strengthened communication between teachers and families, allowing parents to share their child's strengths, interests and learning needs.

Families contributed through P&F meetings, class-parent networks, volunteering and community events. Feedback helped shape the disco, Mother's Day and Father's Day celebrations, the Bush Dance and social opportunities for parents. The uniform review also invited input about comfort, practicality, accessibility and inclusive options.

Parents participated in the Parent and Community Voice session, identifying communication, outside-school-hours care, long-term planning, secondary pathways, technology, staff stability and strong community relationships as priorities.

Engagement was further supported through playgroup, transition activities, community gatherings and parent education sessions. Volunteers generously assisted at carnivals, gala days, excursions, P&F events and school celebrations, strengthening the partnership between home and school.

Student satisfaction

Student satisfaction remained high throughout 2025, supported by a strong sense of belonging, positive relationships and opportunities for students to have a voice in school life.

Students reported enjoying the range of learning, sporting and creative opportunities available to them, as well as the chance to participate in community events and represent the school. Feedback about the Body Bright program was positive, with students valuing its focus on confidence, resilience and self-acceptance.

Students also responded positively to the inclusive sporting opportunities provided through physical education sessions and clinics, which supported enjoyment, skill development and friendships.

Regular recognition through the Principal's Awards helped students feel acknowledged for their effort, growth and contribution to the school community. The continued focus on wellbeing, student voice and inclusive participation helped ensure students felt known, safe, supported and encouraged to take an active role in school life.

Teacher satisfaction

Throughout 2025, school leadership remained committed to creating a professional culture in which teacher voice, wellbeing and collaboration were valued.

Teachers worked together to strengthen curriculum delivery, analyse student achievement data and respond to diverse learning needs. Professional learning supported the implementation of the updated NSW curriculum and the Catholic Schools Broken Bay Religious Education syllabus.

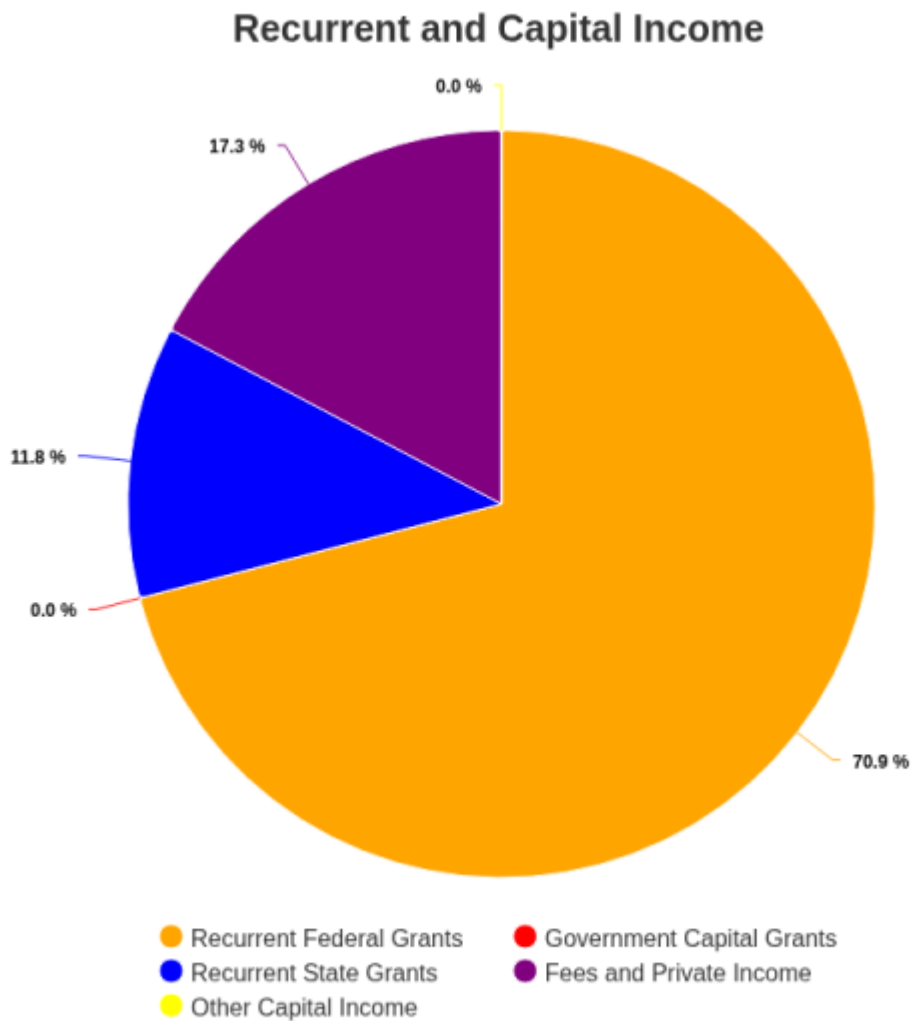
Collaboration with school leaders and experienced staff provided additional support for classroom teachers, encouraging reflective practice, shared expertise and strategies to improve student outcomes.

Staff valued the strong sense of collegiality across the school and the shared commitment to ensuring every student felt known, valued and supported. Faith formation and wellbeing were also prioritised through opportunities for reflection, prayer and connection.

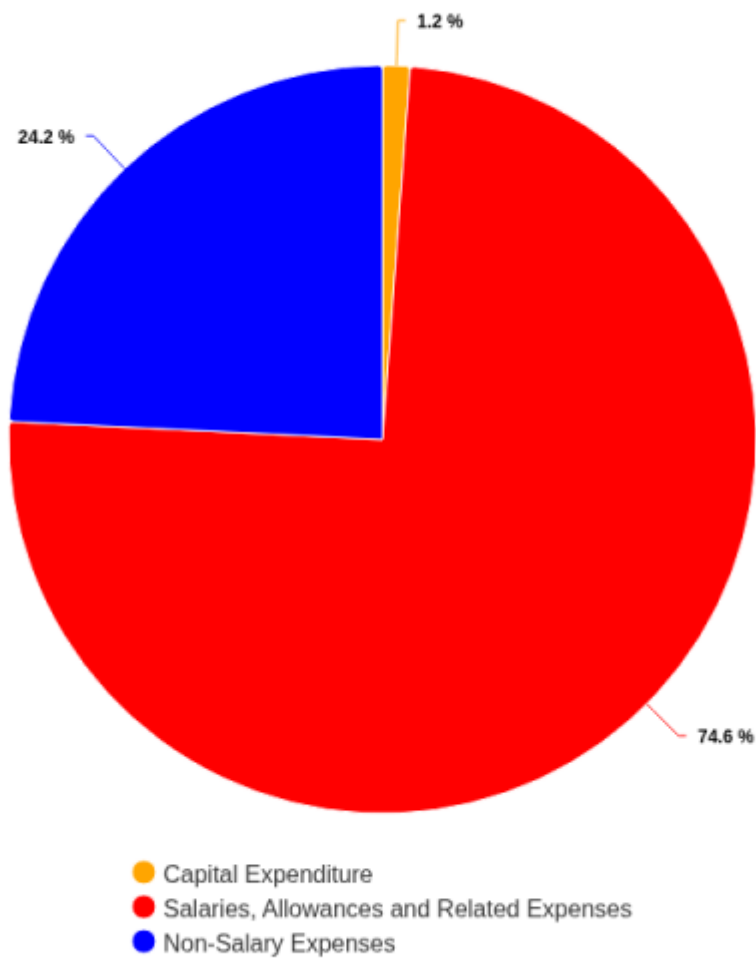
The generosity, professionalism and commitment of teaching, administration and support staff remained a significant strength of St Kevin's throughout 2025.

Financial Statement

Consistent with the NESA 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