



# St Canice's Primary School

## 2024 Annual School Report



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## Introduction

### **About the Annual School Report**

St Canice's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Miriam Meaney

I am pleased to present the Annual School Report for St Canice's Primary School.

It has been a year of growth and excellence in learning, culture and sports. Our ongoing focus on quality Catholic education and student wellbeing led to strong academic outcomes and positive student engagement. Students were involved in a range of activities outside the classroom, including community events and social justice outreach. Modelling being active learners themselves, our teachers participated in a variety of professional learning opportunities throughout the year. Our motto Growth through Love and Learning, guides us in all aspects of our school life, and valued partnerships with parents and carers and our parish remain the foundations of our dynamic and welcoming community.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### From the Parents/Carers

During the year, parents and carers were an important and valued part of the school community. The role of families has been crucial in supporting student learning and wellbeing throughout the year. Parents and carers were encouraged to participate in the life of the school including involvement in liturgies, excursions, social justice endeavours and celebrations. Our community was enriched through the focus on Writing in Term 3, culminating in our inaugural Writers' Festival. We were impressed with our children's capacity to learn from local authors and illustrators who visited the school. The students learned how to make intentional decisions to capture an audience and sang out our motto: At St Canice's, Writing is Exciting!

Parents and carers appreciate the level of communication from the school about day to day matters and specific information relating to their child's learning. Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results provided excellent feedback and will be used to celebrate our strengths and work on improvements.

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## **From the Students**

Students got to experience a variety of learning and growth opportunities throughout the year. These included sport, social justice outreach, religious celebrations and community events. A highlight in 2024 was the Writers' Festival, in Term 3. We worked with our teachers, local authors and our Teacher Educator to develop our skills in writing and illustrating for an audience.

We were encouraged to take an active role in our own learning and speak with our teachers if we needed some extra support or challenge. Our student leaders took an active role in ensuring we had opportunities to engage and contribute positively to the life of the school. Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school. The results tell us that we have developed a more positive attitude to learning and most of us like work that requires a high level of skill and presents a high level of challenge.

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## School Context

### History of the school

St Canice's Primary School was established in 1901 by the Sisters of Charity and has been at its current site since 1941, serving the educational needs of the children of the Upper Blue Mountains. More than 100 years later, the Charism of the Sisters of Charity is at the heart of our every endeavour. Following in the footsteps of Mary Aikenhead, we seek '...to share the love, tenderness, and concern of Christ with all whom we meet, seeing Christ in everyone.' We endeavour, in many ways, to reach out to the marginalised and bring love, tenderness, care and the concern of Christ to all whom we encounter.

### Location / Drawing Area

St Canices Primary School is located in Katoomba in the Upper Blue Mountains. The student population is drawn from families residing in the communities of Katoomba, Leura, Wentworth Falls, Medlow Bath, Blackheath and Mt Victoria.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	29
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	9
Number of part time teaching staff	10
Number of non-teaching staff	10

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Canice's Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Specific and focused Professional Learning for the staff of the school this year has included:

- Professional Learning and staff formation centred around Prayer and ways of interacting with prayer and prayer spaces has informed and guided our work with our Mission SIP.
- Building student capacity to write for an audience was a focused Professional Learning initiative, culminating in The Writers' Festival.
- Explicit teaching in Maths: Teachers focused on an aspect of explicit teaching each term. They collected, analysed and responded to data related to the aspect selected.

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Project Compassion through Lent - Walking in shoes with a difference. In the lead up to this day students learnt about stories of people in need.
- Students, Parents and teachers collected particular food each week, such as rice one week, tuna another and classes celebrated how much was collected.
- St Vincent de Paul Christmas Gift Giving Day. Our local Vinnies shared what was needed our FIAT worked to spread the news and organised a day to give.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's



teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.

CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Opening spaces for prayer and transcendence - Growing Garden of Gethsemane. How to pray as a community and interact with the space.
- Staff Formation Day 7th June. Opening space for prayer with a focus on our patron saint Mary Mackillop. Sr Ann supported by building teacher capacity.
- Encountering Jesus - new curriculum. Mission website exploration, accompanying staff with Canvas modules and planning for 2025.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (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 carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- 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 percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	71%	66%
Writing	67%	77%
Spelling	14%	61%
Grammar and Punctuation	29%	54%
Numeracy	86%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	80%	71%
Writing	100%	67%
Spelling	80%	68%
Grammar and Punctuation	80%	65%
Numeracy	70%	68%

## Student Profile

### Enrolment Policy

St Canice's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
35	32
Total Enrolments: 67	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	89%	4	89%
1	93%	5	89%
2	94%	6	87%
3	85%	School Average: 90%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	23
Students with disabilities (SWD)	26
Aboriginal and Torres Strait Islander	1

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Canice's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- Our school has focused on Tier 1 procedures, using slides for the whole school to be very clear about what is happening and what is expected.
- The school has invested in a program called 'Grow Your Mind' which has specific lessons for teachers to teach social and emotional learning.
- Whole school rewards at the end of term to celebrate students' success in behaviour.

St Canice's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St Canice's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Our school has focused on Tier 1 procedures, using slides for the whole school to be very clear about how we show respect for each other in our school
- The school has invested in a program called 'Grow Your Mind' which has specific lessons to teach about how to show respect for others.
- Whole school rewards at the end of term to celebrate students success in how they treat their playground, the equipment and their belongings.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- We are an inclusive school. We were the highest scoring school in the diocese in this area.
- We are a safe school. We were the highest scoring school in the diocese in this area.
- Parents are informed. We were the highest scoring school in the diocese in this area.

Areas of strength from the student feedback include:

- Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives.
- 46% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The TTFM norm is 38%
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Areas of strength from the staff feedback include:

- Staff acknowledged that our greatest strength has been staff efficacy. We have had staff input in all big decisions.
- Staff prioritise teaching all students with unconditional positive regard.
- Staff being supported and having their work acknowledged is important for staff wellbeing.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	By the end of 2024, all students will have improved their capacity to write for an audience, evidenced by a 20% improvement in NAPLAN audience scores	Still Working Towards.
Priority 2	By the end of 2024, all students will have improved their fluency in Mathematics- problem-solving by at least 5 percentile points as measured by PAT-M	Still Working Towards.

Projected School Priorities		
Priority 1	Implement the New RE curriculum with reference to the 'Senses of Scripture'	
Priority 2	Use explicit teaching strategies to deliver syllabus content in English and Maths	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,227,674
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$578,766
Fees and Private Income <sup>4</sup>	\$187,222
Other Capital Income <sup>5</sup>	\$35,127
Total Income	\$3,028,789

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$239,627
Salaries and Related Expenses <sup>7</sup>	\$2,548,006
Non-Salary Expenses <sup>8</sup>	\$523,255
Total Expenditure	\$3,310,888

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses