



2025

ANNUAL SCHOOL REPORT



St Gerard's Catholic Primary School

543 North Rocks Road, CARLINGFORD 2118

Principal: Mrs Barbara Yee

Web: www.sgddb.catholic.edu.au

About this report

St Gerard'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

Growth in student learning outcomes has continued in both English and Mathematics. The instructional focus in English has shifted from Spelling to the development of Creating Written Texts, within the context of the Australian Curriculum requirements, reflecting a broader emphasis on student writing capabilities.

A structured phonics approach, new to St Gerard's, will be introduced in 2026. Preliminary professional learning is already underway in preparation for its implementation.

Significant progress is being made in infrastructure development. Construction of the new build commenced in June 2025, followed by the demolition of the junior classroom block in September 2025. The anticipated handover of the new facilities is scheduled for December 2026. This project is funded through the Australian Government Capital Grants Program in partnership with CSBB.

The school community is delighted with the new build and continues to place strong emphasis on achieving academic excellence for all students. Pastoral care, delivered within a faith-based context, remains central to the school's mission, ensuring outcomes that are aligned with its strategic goals.

Parent Body Message

This has been a busy and productive school year, with a strong focus on enhancing parent engagement across the community. The Parents and Friends (P&F) Association has played an integral role, providing valuable support for numerous school events and initiatives.

The parent body has been highly supportive of the school's new building development and the continued changes to the school's layout and functionality. In addition, their efforts have helped foster a thriving culture characterised by the shared commitment to the wellbeing and success of all students.

The P&F also acknowledges the dedication of the school staff, including the leadership team, who are committed to the continuous improvement of the school. St Gerard's is very fortunate to be guided by a highly capable Principal and leadership team, whose vision and dedication contribute to another successful year.

Together, the school benefits from collaboration between parents and staff, united under the Principal's leadership. This collective commitment ensures a nurturing, caring, and

supportive environment where the needs and interests of every child remain central to the purpose of the school.

Student Body Message

Throughout our seven years at school we have made thousands of memories. We would be here all night if I said all of them so here's just a few. Remember how scared we were on the first day, it didn't take us long to settle in and make friends. In kindergarten we went to the farm and we got to milk a cow, I remember being disgusted by the utters, We all look forward to athletics and swimming carnivals, I love doing the war cries, dressing up in our house colours and the health hustle. When we went to Canberra, we had a great time visiting many important places.

We would like to thank our teachers for putting up with us and for giving us a great education. Thank you to our school principal and our assistant principal for all that you do and making our school a happy place. We also thank our parish priest for teaching us about God's love by willingly coming into our class to talk about God's work and creations.

We thank our classmates for being encouraging, kind and supportive. Last but certainly not least, we give a massive thanks to our parents for supporting us in everything we do. We thank you for enrolling us into St Gerards and for shaping us into the bright kids we are today.

School Features

St Gerard's Catholic Primary School Carlingford is a Catholic systemic co-educational school catering to boys and girls from Kindergarten to Year 6. As part of the Parish of Epping and Carlingford, the school regularly joins the parish community to celebrate key events in the liturgical life of the Catholic Church. Founded in 1964, the school marks 60 years of service in 2025. It began with a red brick building constructed largely by community volunteers, providing three classrooms for the first students. The school grew rapidly, and by 1975, enrolments reached 511, with students taught by the Sisters of Mercy and lay teachers.

In 2025, the school has twelve classes across K–6. The demographics of the student population have continued to evolve, with a notable increase in students who identify as coming from English as a Second Language or Dialect (EAL/D) backgrounds. This diversity enriches the school community and informs inclusive teaching practices.

St Gerard's offers a well-balanced, comprehensive, and engaging curriculum, with English and Mathematics prioritised daily. Classrooms are equipped to meet the needs of contemporary learners, and a variety of programs support student interests and learning needs. Students participate in extracurricular activities such as choir, chess, band, Maths Olympiad (Stage 3), STEAM (Science, Technology, Engineering, Arts, and Mathematics), public speaking, music, and representative sports.

In 2025, we introduced our SPARK (Supporting Potential Amongst Remarkable Kids) program to provide enrichment opportunities for students demonstrating high potential and giftedness across key learning areas. This initiative has been well received and will continue into 2026 and beyond, with plans to expand its reach and impact.

Professional learning for staff remains a priority, enabling teachers to develop robust programs that cater to the diverse needs of all students. All classrooms are air-conditioned and support a range of digital technologies, including interactive whiteboards, laptops, Chromebooks, and iPads.

The infants' playground features a shaded area, new play equipment, a vegetable patch, and attractive gardens. Senior students enjoy a separate play area with shaded zones and access to a large council oval at the rear of the school. Stage 3 students also participate in a colour house basketball competition on the school's basketball court.

In 2025, we completed the construction of six new classrooms and undertook a significant revamp of the school grounds, including the development of outdoor learning spaces and the resurfacing of the basketball court, enhancing both learning and recreational environments for our students.

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
127	135	121	262

* 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 92.21%. 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
88.32	93.13	89.82	93.09	92.90	93.01	93.00

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	32
Number of full time teaching staff	10
Number of part time teaching staff	14
Number of non-teaching staff	8

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	2
Provisional Teachers	0
Proficient Teachers	22

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 explore 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.

2025 has been a year of deepening our commitment to delivering quality Religious Education and accompanying students, parents and staff to know and love Christ. As a school and parish community we dedicated ourselves to continuing our prayer life and liturgical celebrations. The new Religious Education curriculum is taught in every classroom, engaging students in Scripture storytelling through the praxis approach aligned with the Emmaus Story. They are invited to encounter Jesus in the storytelling, which facilitates the opportunity for personal reflection and faith development. Students were able to enter a relationship with Jesus in a meaningful way after hearing the stories of his life and being immersed in the liturgical life of the church.

Our Catholic identity is visible in our sacred spaces and classrooms. Prayer and liturgical life is strong at St Gerard's with staff and students given opportunities daily and weekly, to worship and pray together. Classes attend the parish morning Mass each week and value the opportunity to go to Mass and pray together. Our sacramental life is supported by our parish and Parish priests with Masses and Liturgies playing an integral role in our Catholic life. Each

day, students and staff live out their mission to journey with Christ. In this way, we grow in wisdom and faith together.

In 2025, we continued our worship celebrations with parents and families through whole school Masses and liturgies. We accompany parents on their journey being the first teachers of the faith for their children. The monthly family Mass takes place for each grade in the school and allows students to worship together at Sunday parish Masses. We celebrated our Grandparents Mass this year with great joy and excitement. This year special gifts were created by students and gifted to grandparents at home.

Our Staff Spirituality Day in 2025 focused on the Jubilee Year of Hope. As pilgrims, staff journeyed through the city of Sydney to various landmarks and prayed the Rosary together at special places of prayer. We concluded our Spirituality Day at St Mary's Cathedral for Mass. As a staff, we prayed and journeyed together and meditated on the Jubilee Year of Hope.

Our social justice initiatives in 2025 derived from our Catholic mission to support those in need in our local and global community. Our coin trail during the Season of Lent amounted to a generous donation to Project Compassion. Students were enthusiastic about helping those in need and could see how service to the community links with their faith in action and classroom RE lessons. Guided by our Catholic values and our Mercy traditions, St Gerard's students and staff continue live out their mission to grow in wisdom and faith as a collaborative and pastoral community.

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.

In 2025, we continued to maximise student learning by focusing on explicit instruction, ensuring that teaching practices were clear, structured, and purposeful. Our collaborative coaching efforts for teachers shifted towards writing, with emphasis on spelling, grammar, and punctuation. This included engagement in NESA professional learning, specifically targeting grammar and its alignment with the new NSW English syllabus. Teachers were supported to embed these skills into daily practice, enhancing student outcomes in literacy.

We recognised the gifts and talents of our students and responded to the need to explore opportunities for those demonstrating high potential and giftedness. This led to the launch of a new program: SPARK – Supporting Potential Amongst Remarkable Kids. Through SPARK, we partnered with neighbouring schools to offer enrichment opportunities in English, STEM, Mathematics, and the Creative Arts. The program was well received by students, parents, and colleagues, and will be further developed into 2026 and beyond.

Staff continued to engage in Professional Learning Communities (PLCs) with neighbouring CSBB schools, focusing on our approach to assessment. These professional learning opportunities strengthened staff knowledge of curriculum during a time of Curriculum Reform, allowing exploration of horizontal and vertical curriculum connections and deepening understanding of curriculum structure and content. A highlight was the keynote address by Catherine Thomson, Implementation Director at NESA, who spoke on the new syllabus. These learning experiences enriched teacher knowledge and provided valuable opportunities for collaboration across the CSBB system of schools, fostering a shared commitment to excellence in teaching and learning.

A key pillar of our Catholic schools is Religious Education. In 2025, all staff gathered across the CSBB network to build deep knowledge and understanding of the K–6 CSBB Religious Education curriculum. Staff found this professional learning valuable and directly applicable to their teaching of the new Religious Education units. Opportunities to engage in our Catholic faith were provided throughout the year, including during our Staff Spirituality and Formation Day, which offered time for reflection, renewal, and connection with our shared mission.

We also welcomed The Resilience Project to our school to support students' social and emotional wellbeing. Staff participated in professional learning sessions led by The Resilience Project team. The initiative was well received by students, parents, and staff. Our weekly GEM (Gratitude, Empathy, Mindfulness) chats have become a meaningful way to connect and check in both at school and at home, fostering a culture of care, resilience, and emotional literacy.

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 Gerard'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	73%	54%
	Reading	90%	66%
	Writing	90%	76%
	Spelling	95%	62%
	Numeracy	80%	64%

NAPLAN RESULTS 2025		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	68%	63%
	Reading	70%	73%
	Writing	70%	65%
	Spelling	73%	69%
	Numeracy	65%	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

The school enjoys high levels of parent engagement across range of activities, including volunteering and participation in school life. The parent voice is strongly represented through involvement in key groups such as the Parents & Friends (P&F) Association, the Class Parent Network, and the Parish Pastoral Council.

The school community comes together to celebrate significant events, including Mother's Day, Father's Day, and Grandparents' Day. Families also demonstrate strong involvement in the sacramental life of the school, with high levels of participation in these important milestones.

Meaningful communication between home and school is supported through parent–teacher meetings and formal interviews, ensuring ongoing collaboration in support of student learning.

There has been considerable enthusiasm from parents regarding new infrastructure projects, reflecting the community's strong investment in the future of the school.

At the heart of the school's work is a commitment to delivering high-quality learning alongside consistent pastoral care. A wide range of adjustments are implemented to meet the needs of students, supporting both their academic and social development.

Student satisfaction

Students at St Gerard's are engaged learners who consistently achieve expected learning outcomes. They demonstrate enthusiasm for their learning, feel positive about attending school, and contribute meaningfully to school life.

We also provide a well-developed student leadership program, providing a range of opportunities designed to build personal confidence and strengthen leadership capabilities particularly in the senior grades.

All students demonstrate measurable growth in English and Mathematics, supported by explicit teaching practices grounded in current evidence-based research. These approaches ensure consistency and high-quality instruction across the school.

A strong emphasis is placed on positive behaviour, with clearly established expectations that are consistently upheld. This contributes to a safe, respectful, and supportive learning environment for all students.

Student wellbeing is a priority, with access to school counselling services and the implementation of The Resilience Project from Kindergarten to Year 6. This program has supported students in developing the skills to recognise, articulate, and manage their emotions effectively, fostering emotional wellbeing.

Teacher satisfaction

The school demonstrates strong teacher retention, reflecting a positive and supportive professional environment. Staff embrace their professional responsibility by actively mentoring early career teachers and welcoming pre-service teachers during their practicum placements.

Teachers collaborate effectively with colleagues to analyse student data and plan targeted improvements in student achievement. This practice is further strengthened through engagement in Collaborative Coaching initiatives offered by Catholic Schools Broken Bay, with a clear focus on goal setting and continuous improvement.

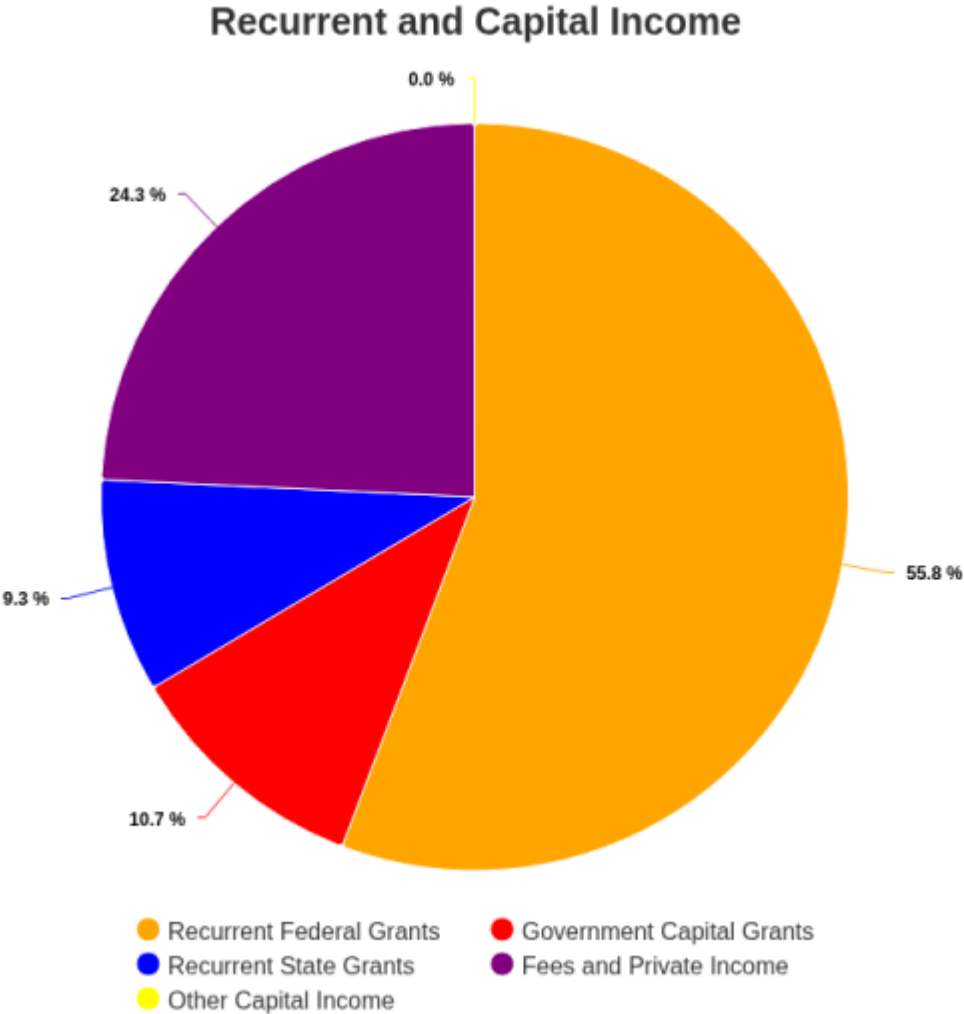
Staff take their professional responsibilities seriously by designing meaningful and precise learning sequences. They ensure all students are supported through appropriate adjustments, enabling every learner to succeed.

There is a strong commitment to pastoral care, with teachers showing genuine concern for the wellbeing of all students. Staff maintain consistent and proactive communication with parents to support student wellbeing and engagement.

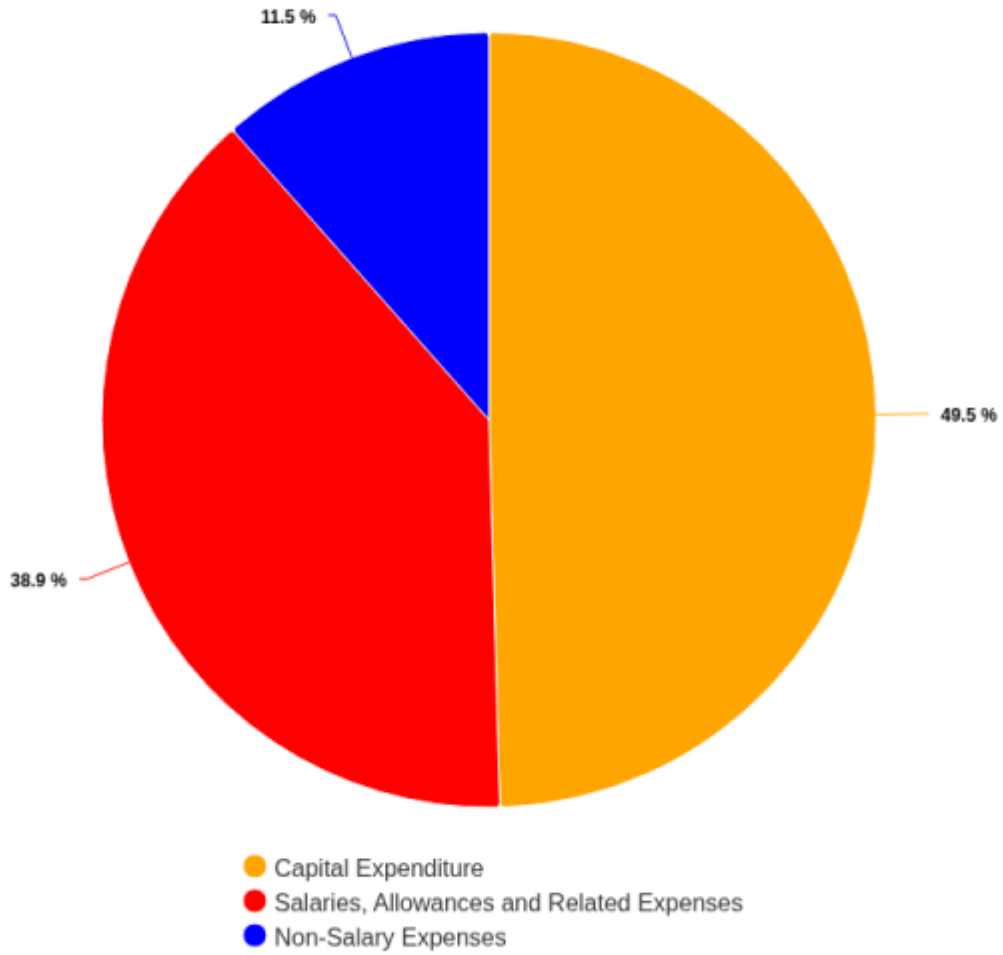
The school fosters a collegiate and supportive culture, where staff willingly assist one another and work collaboratively to achieve shared goals.

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