

2025

Annual Report to the School Community



St Kilian's School

2 Havelock Street, BENDIGO 3550

Principal: Peter Teggelove

Web: www.sk Bendigo.catholic.edu.au

Registration: 726, E Number: E3023

Principal's Attestation

I, Peter Teggelove, attest that St Kilian's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2025 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 23 Mar 2026

About this report

St Kilian's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report 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. 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](#).

Governing Authority Report

The Catholic Education Week theme for 2025, “Pilgrims of Hope” aligned Catholic Education Sandhurst with the Catholic Church’s international Jubilee Year, inviting our education community to take up Pope Francis’s call to “fan the flame of hope that has been given us”. As St Paul reminded us in his letter to the Romans “hope does not disappoint us, because God’s love has been poured into our hearts through the Holy Spirit that has been given to us” (Romans 5:5).

Magnify Sandhurst

The rollout of Magnify Sandhurst across our 51 schools has been the most significant educational initiative in our system’s history. With the support of our partners—Steplab, Knowledge Society, MultiLit, and Ochre Education—Magnify has begun to transform classroom practice, curriculum delivery, and professional learning. The introduction of low-variance curriculum models, instructional coaching, and MTSS frameworks has provided a consistent and evidence-informed foundation for teaching and learning.

Early indicators from NAPLAN and PAT assessments suggest promising trends in student growth. The Magnify model’s emphasis on clarity, structure, and responsiveness has been well received by educators, and the gradual release of responsibility for both students and teachers is fostering a culture of deep learning and professional agency.

Academic Progress and Achievement

While full impact data will take time to mature, 2025 has seen encouraging signs of improvement in student outcomes. Schools implementing Magnify with fidelity are showing gains in foundational literacy and numeracy. VCE results across Sandhurst secondary schools continue to vary, but the system-wide focus on instructional quality and curriculum alignment is expected to stabilise and lift performance over time.

System Solidarity and Subsidiarity

The balance of solidarity and subsidiarity remains central to our system’s identity. In 2025, CESL continued to provide centralised support while respecting the unique character and needs of each learning centre. This approach has enabled shared growth and innovation, while empowering local leadership to respond to their communities with agility and insight.

Know Better, Do Better

As we deepen our commitment to continuous improvement, we have embraced the principle of “Know Better, Do Better.” This has meant courageously de-implementing programs that no longer serve our evolving goals, and supporting staff through transitions with empathy and

clarity. The humility to reflect, learn, and grow has been a hallmark of our leadership this year.

I remain deeply grateful to our school staff, CESL Office personnel, and the members of the CESL and Board for their unwavering commitment to our shared mission. The leadership and dedication demonstrated across our schools have made an outstanding impact in bringing Magnify to life throughout 2025, and the collective efforts of our entire education community continue to ensure that our young people and their families are empowered to have “life to the full” (John 10:10).

Kate Fogarty

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

St Kilian's School is a nurturing Catholic community, which uses the inspiration of Mary to engage students to live, learn and grow.

We believe:

- In an educational experience based on the value of the person within a loving Catholic Christian Community that creates a strong sense of self-worth, purpose, hope and happiness.
- In the value of the story of our school and its traditions.
- The teaching of the Gospel empowers our school community to live more fully in the image of God in providing a compassionate, welcoming community.
- In presenting the curriculum in a manner that excites and engages students providing them with the knowledge and tools to become lifelong learners in an ever changing global society.
- In supporting and encouraging our school community to develop their skills professionally, personally and spiritually.

Our Graduate Outcomes are the values and qualities we aspire for the children who leave our school.

At St Kilian's we commit to educating students to be:

- Living witnesses to the Catholic Faith.
- Compassionate and responsible citizens who value each other and the ever changing world in which they live.
- Resilient and aware of their own physical, social and emotional wellbeing.
- Effective communicators maintaining positive relationships in family and community.
- Passionate and self directed life long learners.
- Caretakers of the local and global environment.

School Overview

St Kilian's Primary School traces its origins back to the early 1850s, when Dr. Henry Backhaus, the first Catholic priest on the Bendigo Goldfields, established a tent that served as a school, chapel and community hub at Consecrated Flat- the current site of St Kilian's Church. From these humble beginnings, St Kilian's has grown into a vibrant educational facility, proudly serving the Bendigo region for over 150 years.

Our deep sense of heritage is reflected in the naming of our school buildings and learning spaces. Names such as McAuley (after Catherine McAuley, founder of the Mercy Order), Backhaus (in honour of our school and parish founder) and Paderborn (the German birthplace of Henry Backhaus) celebrate the rich historical roots that continue to inspire our school community today.

St Kilian's is a true reflection of Bendigo's growing cultural diversity. Our welcoming and inclusive environment has enabled us to reach enrolment capacity while maintaining strong community connections. In 2025, the school provided a quality Catholic education for 275 students drawn from across Bendigo.

At the heart of our school is our Identity Statement:

"St Kilian's School is a nurturing Catholic community, which uses the inspiration of Mary to engage students to live, learn and grow."

This mission guides everything we do- from academic learning to spiritual development and community engagement.

We offer a broad, engaging curriculum, supported by MAGNIFY Sandhurst, which again supports children's development in core areas such as literacy and numeracy. In addition, we provide specialist programs in music, visual arts, Indonesian and library studies, ensuring a well-rounded education that stimulates curiosity and creativity.

Our strong pastoral care program reflects the sense of belonging felt by students, parents and staff alike. As a Catholic school, we are committed to a Religious Education program that is inclusive, welcoming, and central to our Catholic identity. The teachings of Jesus Christ underpin all aspects of school life, fostering an environment that nurtures the development of the whole person- intellectually, spiritually, physically and emotionally.

St Kilian's continues to adapt to the needs of modern learners while honouring its proud legacy. We are dedicated to offering a learning environment that is both supportive and challenging, where students are empowered to grow as individuals and make a meaningful contribution to their community.

Principal's Report

St Kilian's Primary School has continued to thrive through a strong, supportive, and active partnership with St Kilian's Parish. Throughout the 2025 school year, we worked closely with Fr Junray Rayna to nurture the pastoral, spiritual and faith dimensions of our school community. We have been truly blessed to have Fr Junray as our Canonical Administrator and Fr Rob Galea as Assistant Priest. Both have built meaningful, influential and friendly relationships with our staff, students and families.

Fr Junray has been a visible and valued presence within our school, regularly engaging with staff and students. I am especially grateful for the support he has offered to me, the School Leadership Team, staff, and most importantly, the students of St Kilian's.

In January, we welcomed 275 students back to school, ready to learn, connect with friends and begin a new year of growth. A warm welcome was extended to our 28 new Prep students and their families as they began their primary school journey with us.

Key leadership roles focused on Learning and Teaching (Pedagogy Leaders) were held by James Whiteacre and Steve Hammer, additional in term 2 Allira Holmes joined our team with the role of Data Analysis.

Our School Advisory Council, led by Chair Adrian Powell, played an important role in school governance and development. Council members engaged in professional learning facilitated by Catholic Education Sandhurst (CES) and our meetings were productive and focused on progressing our Annual Action Plan.

Our dedicated administration team played a vital role in the smooth operation of the school. Vicki Whiting (Business Manager) and Lara Knight (Administration Officer) carried out their responsibilities with enthusiasm, professionalism and efficiency.

St Kilian's successfully passed its annual financial audit, receiving commendation from auditors for the accuracy, transparency and thoroughness of our financial practices.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal

At St Kilian's we are committed to strengthening Catholic values and identity.

Intended Outcomes

- To develop teacher's understanding of Catholic identity and to align this with the Religious Education Curriculum.
- To deepen our knowledge and understanding of the signs and symbols of our school's Catholic Identity and our founding story which links to our rich history.

Achievements

St Kilian's School has actively participated in the celebration of the Sacraments of Reconciliation, First Eucharist and Confirmation. We express our sincere gratitude to Fr Junray, Fr Rob, our dedicated classroom teachers, and families for their invaluable support in guiding students on their faith journeys.

Miggy Podosky took on the role as Catholic Identity Leader, playing an integral part in the implementation of the Sacramental Program across the St Kilian's Parish community. Working closely with the Parish Sacramental Team, of which he is a member, Miggy supported the delivery of the programs, and the liturgical celebrations associated with the sacraments. During the sacramental preparation period, the classroom Religious Education curriculum is carefully aligned to reflect and enrich the students' experiences.

The school maintains a strong partnership with the parish, participating in various liturgical celebrations including whole school, unit and special masses throughout the year. Miggy collaborates with staff to design and lead meaningful liturgies and prayer experiences for students and the wider school community. Staff plan and deliver Religious Education lessons using the Source of Life curriculum, ensuring a consistent and engaging faith based learning experience.

In addition to liturgical celebrations, students (particularly those in Grade 3) have the opportunity to connect with the parish through activities such as involvement in the parish community garden. Carolyn also contributes to the Parish Pastoral Council meetings, further strengthening the link between school and parish.

St Kilian's continues to celebrate its Catholic life and culture through a range of initiatives. New graduates and staff new to the diocese participated in professional development provided by Catholic Education Sandhurst (CES Ltd), centred on the Source of Life curriculum.

Religious Education at St Kilian's is recognised as a lifelong journey. The school's Religious Education lessons are thoughtfully planned, guided, and delivered using the Source of Life curriculum. These lessons aim to help students know, understand, and value the living faith tradition and mission of the Catholic Church.

Value Added

Liturgies and celebrations are a vital part of life at St Kilian's School, offering meaningful opportunities for staff, students and families to gather in faith. These occasions are well supported by student involvement, with many taking on active roles such as singing, reading and leading during Mass. Such participation nurtures a sense of responsibility, confidence and spiritual connection among the students.

St Kilian's School also demonstrates its commitment to Catholic social teaching through its annual support of Caritas Australia, particularly during the Lenten season. The Caritas Ks initiative and other fundraising efforts help students develop a sense of justice, compassion, and global awareness.

A highlight of the school year is the Feast of St Kilian, a celebratory day that combines fun activities with reflection on the school's rich heritage. The day includes recognition of Rev. Dr. Henry Backhaus, his mission to the goldfields, and his foundational role in establishing both the parish and the school in the Bendigo community.

Staff professional development continues to be a priority, with a particular focus on supporting new staff members in gaining accreditation to teach Religious Education in a Catholic school. This ensures a strong, faith-filled learning environment grounded in theological understanding and best teaching practices.

Learning and Teaching

Goals & Intended Outcomes

Goals

We will develop lifelong learners who think critically and apply their literacy and numeracy skills across contexts.

Intended Outcomes

- To build an evidence informed school data culture that addresses the needs of all learners.
- To driving improvements in teaching and learning through the implementation of evidence-based teaching strategies.
- To promote and showcase proven improvement strategies to encourage a culture of ongoing professional learning.

Achievements

Throughout 2025, staff engaged in targeted professional learning to support the implementation of the revised Victorian Curriculum 2.0 framework.

These sessions, supported by Professional Learning Communities (PLCs), dedicated planning time, and Pupil Free Days, allowed teachers to explore the changes and collaboratively develop a Whole School Overview, which guided effective delivery in classrooms.

Speech work, under the guidance of our Speech Pathologist, has been extended to include multiple articulation and language groups.

Continued implementation of a systematic early literacy program for a small group of students that focuses on explicitly teaching phonemic awareness. This is implemented based on the learning needs of the student and in coordination with the Literacy leader and Speech Pathologist.

St Kilian's has a whole school-testing schedule in place to coordinate valid data collection and responsible and timely reporting. We have immediate access to all relevant data using online data trackers.

Throughout 2025, staff participated in a range of professional development programs to build capacity and align with strategic school and diocesan priorities.

These included:

Initialit: Early years staff completed training to strengthen foundational literacy instruction.

Ochre Education: Staff accessed high-quality instructional resources to support consistent, knowledge-rich curriculum delivery.

Knowledge Society: Professional learning focused on structured literacy practices and enhancing content knowledge across curriculum areas.

StepLab: Teachers engaged in instructional coaching and feedback cycles to refine and improve teaching practice

Revised Source of Life Curriculum: Staff began professional development in preparation for the implementation of the updated Religious Education curriculum, deepening understanding of Catholic Identity and contemporary theology.

Student Learning Outcomes

Assessment data was completed per the CESL assessment schedule in 2025. The data collected was analysed by school leaders and teachers to evaluate students' progress and to inform future teaching and school priorities. Student progress is closely monitored throughout the year through the use of data charts and data trackers across the school.

In 2025, Year 3 students met or exceeded the two-year (2024–2025) average proficiency across most domains. Proficiency rates were Numeracy 71% (vs 70%), Reading 73% (vs 75%), Writing 88% (vs 81%), Grammar & Punctuation 66% (vs 56%), and Spelling 66% (vs 64%), indicating clear gains in writing and grammar alongside stable literacy and numeracy outcomes.

Year 5 results in 2025 were mixed when compared with the two-year average. Proficiency increased in Numeracy to 74% (vs 71%) and remained steady in Spelling at 71%. Reading improved to 71% (vs 64%), while Grammar & Punctuation (57% vs 59%) and Writing (58% vs 64%) dipped slightly, suggesting targeted focus is needed in these areas.

NAPLAN - Proportion of students meeting the proficient standards					
	2025 (current year)			2-Year Average	
Domain	Year level	Mean Scale score	Proficient	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	396	66%	399	56%
	Year 5	485	57%	482	59%
Numeracy	Year 3	411	71%	413	70%
	Year 5	477	74%	479	71%
Reading	Year 3	419	73%	418	75%
	Year 5	481	71%	475	64%
Spelling	Year 3	396	66%	402	64%
	Year 5	484	71%	477	71%
Writing	Year 3	420	88%	414	81%
	Year 5	463	58%	466	64%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2025 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Goal

At St Kilian's we are committed to building a resilient and inclusive community supported by research and evidence-based practices.

Intended Outcomes

- To embed and increase whole school routines through Classroom Mastery
- To build staff capacity in planning, implementing and evaluating social skills programs
- To enable students to understand themselves and others, recognising and managing emotions through explicit teaching of social and emotional curriculum

Achievements

Staff Professional Development

Staff undertook a range of key training modules, including CPR, Mandatory Reporting, Asthma Management, and Emergency Response procedures, worked closely with Classroom Mastery consultants to refine instructional practice and strengthen evidence-based teaching approaches.

Continued learning was embedded in termly staff briefings, with a focus on proactive intervention and wellbeing-centred strategies.

Leadership and Wellbeing Initiatives

The Principal and Pastoral Wellbeing Officer engaged in Knowledge Society PD aimed at deepening leadership capability in wellbeing and school culture.

The Behaviour Support Team (BST) established processes to deliver consistent, structured assistance for students displaying behavioural challenges.

A dedicated Wellbeing Team—comprising the Principal, MHiPs Leader, Pastoral Wellbeing Leader, and Family Liaison Officer—was formed to coordinate whole-school support and intervention.

Student Engagement and Monitoring

Students in Years 3–6 completed the ACER Social and Emotional Wellbeing Survey, providing valuable data to shape targeted support plans.

Ongoing behavioural monitoring was conducted through SIMON, ensuring behaviour records align with the school's three core expectations and promote a strengths-based approach.

Parent and Community Support

Regular communication through newsletters reinforced child safety messages and outlined key wellbeing processes across the school.

Social Skills and Positive Behaviour Support

Teachers received weekly updates containing social skills resources, classroom strategies, and support material to embed social learning in daily practice.

Value Added

- Wellbeing Team
- Prep Transition Program
- School Prayer
- Christian Meditation
- RTI framework continued
- Parent Professional Learning
- Training in Peaceful Kids, Seasons for Growth, Child Link, RRRR
- Celebration of Community and Inclusion
- School-wide recognition of key events such as Harmony Day and R U OK? Day, reinforcing diversity, empathy, and mental health awareness.
- Grade 5 students partnered with Foundation students to support a smooth transition into school life and build positive relationships.
- Weekly Assemblies
- Celebrated student achievements and highlighted the Wellbeing Focus of the Week, embedding wellbeing into the school culture.
- Hosted Mother's Day and Father's Day breakfasts to strengthen family-school partnerships and foster a sense of belonging.
- Food Tree Initiative
- Established a resource for families experiencing hardship, promoting care and community support within the school.
- Prioritized accessible communication through multiple channels, including online newsletters and the Parent Access Module (PAM) for permissions and updates.

Student Satisfaction

All Year 3-6 students were surveyed in 2025, data collated from CEO ORIMA Student Surveys showed the following in relation to Student Satisfaction:

Rigorous Expectation: 'How much students feel their teachers hold them to high expectations' is high at 71%, greater than the CES average of 60%.

Teacher-student relationships: This is rated at 67%, higher than the CES average of 65% by students as seen in the 'strength of the social connection between teachers and students, within and beyond the school'.

School Belonging: 'How much students feel they are valued members of the community' is rated high at 67% compared to the CES average of 54%.

Student Voice: This is rated by students is consistent with the CES average at 56%. Our students indicate that they would like more opportunities to be heard regarding school climate and improvement.

Students Safety: Rated 38% by students, their 'Perception of student physical and psychological safety while at school' was marginally higher than the CES average of 29%.

School engagement: 'How attentive and invested students are in school' is rated 33% compared to the CES average of 32%

Student Attendance

Classroom teachers are responsible for recording student attendance twice daily, including during school excursions, and reporting any absences. At St Kilian's Primary School, attendance is marked using SIMON at the beginning of the school day (9:00 am) and after lunch (2:15 pm).

If a student is absent without prior notification from a parent, guardian, or carer, the school will initiate contact via SMS, phone call, or SIMON. Teachers follow up on unexplained absences to ensure timely communication.

Parents, guardians, or carers are expected to respond promptly on the same day of the absence. If direct contact cannot be established due to incorrect details, the school will attempt to reach an emergency contact listed on the student's file. All reasons provided for absences are documented. Absences deemed reasonable will be recorded as 'approved.' Where no valid explanation is provided, the absence will be marked as 'unexplained' or 'parent choice unauthorised,' and families will be notified accordingly.

For students with ongoing unexplained absences, the classroom teacher will engage the Pastoral Wellbeing Team to implement support strategies. This may include meetings with parents to develop an attendance plan and, where necessary, seeking assistance from Catholic Education Sandhurst Limited.

Average Student Attendance Rate by Year Level	
Y01	92.25
Y02	93.65
Y03	91.87
Y04	93.81
Y05	91.89
Y06	88.31
Overall average attendance	91.96

Leadership

Goals & Intended Outcomes

We are committed to fostering student growth and academic achievement by strengthening the capability of our staff. To support this commitment, our goals are to:

- Ensure all planning documentation is aligned and consistent, with a strong emphasis on targeted teaching, effective assessment practices, and meaningful differentiation.
- Implement a comprehensive staff professional development plan focused on enhancing pedagogical practices in Religious Education, strengthening critical thinking skills in Mathematics, and developing students' social-emotional capabilities.
- Support all staff to develop an individual professional learning plan aligned with the school's strategic priorities, with particular attention to mentoring, coaching, and constructive feedback.
- Demonstrate measurable improvement in student growth through PAT-M, PAT-R, ACER assessments, NAPLAN, and ECSI data across all year levels.

Achievements

Strengthened Leadership Structure

In 2025, St Kilian's consolidated and enhanced its leadership framework to ensure effective governance and continuous school improvement.

Leadership Team

- Comprising the Principal, Deputy Principal/Religious Education Coordinator (REC), Pastoral Wellbeing Leader, and Learning & Teaching Leader.
- Focused on strategic oversight of school improvement initiatives, with ongoing formation as a key driver of team success.

Professional Learning Team

- All teaching staff engaged in regular collaborative meetings to share best practices and monitor student progress.

Learning & Teaching Team

- Established to lead and coordinate professional learning opportunities for staff, ensuring alignment with school priorities.

Parents and Friends Association

- Continued to strengthen community engagement through social events and fundraising initiatives.

Student Leadership

- All Year 6 students participated in structured leadership development activities.
- Opportunities to apply for senior leadership roles, including School Leaders, Technology Leaders, Sports Leaders, Fire Carrier Leaders, promoting student voice and responsibility.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2025
• Magnify Professional DEvelopment • AFS Workshop • Catholic Care Information Session • EAL Professional Learning • Fee Generation Workshop • FIRE Carrier • Learning Diversity Leaders Network Meetings • Capital Grant Application • Sounds Write • RE Accreditation • Resilience Rights and Respectful Relationships • Religious Education Leaders Network Meetings • Deputy Principal Network Meetings • Teaching in English in a Multilingual Classroom • Content and Language Integrated Learning CLIL PD • Indigenous Education • Arts on Show Network Day • Finance & Planning Briefing • FBT Workshop • Pastoral Wellbeing bite sized • First Aid CPR • Budget workshop • Emergency Management • Sandhurst Leadership gathering • Graduate Conference • Visit to Docklands Primary School • Source of Life Beginning teachers' day • Explicit Direct instruction • Mandatory Reporting • NAPLAN • No More Marking • DIBELS • Planning an Explicit Lesson- Toni Hatten-Roberts • Primary Mathematics Conference • Sharing Best Practice Ballarat • ACER PAT • ACHPER Conference • Imaginative Prayer- Carlie Anderson • Catholic Identity- Who do you say I am?- Maria Ford and Brenda Keenan

Expenditure And Teacher Participation in Professional Learning	
• Microsoft • Writing Revolution • Work Cover 101 • Source of Life Planning Sessions • Godly Play • Implementing Key Features of PBIS • NCCD Q&A Sessions • Introduction to Leadership Coaching •	
Number of teachers who participated in PL in 2025	30
Average expenditure per teacher for PL	\$1460.90

Teacher Satisfaction

Recent data collated from CEO ORIMA Staff Surveys, showed the following in relation to Staff Satisfaction:

Student Safety: Staff feel very confident in the leadership of the school, as 'Perceptions of students physical and psychological safety while at school' is rated very high at 65% against the 59% CES Average.

School Climate: The 'Perceptions of the overall social and learning climate of the school' is rated highly at 72% by staff, equals the 72% CES average.

Collaboration around an improvement strategy: All staff had the opportunity to collaborate. The teachers' Perceptions of the coherence of the school's improvement strategy is rated in the 43th percentile, slightly below the CES average of 59%.

Support for Teams: The leadership team ensures the teachers have access to the latest thinking, quality resources and time to ensure effective learning and teaching, The Teachers' perception of how well the school leadership sets the conditions for teams to collaborate effectively is 68%, in line with the 69% CES average.

Teacher Qualifications	
Doctorate	0
Masters	1
Graduate	5
Graduate Certificate	0
Bachelor Degree	18
Advanced Diploma	3
No Qualifications Listed	5

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	30
Teaching Staff (FTE)	27.08
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	6.51
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Goal:

To promote strong partnerships between home and school engaging families in the learning journey of their child and life of the school.

Intended Outcomes:

- Continue to implement Child Safety Policies and procedures.
- Allocate our resources to bring about positive learning situations.
- To be strategic with the long-term planning for the financial status of the school.

Achievements

St Kilian's has an incredibly strong school community. St Kilian's is committed to ensuring every family an affordable and quality education. When we budget each year, we ensure that fees are set at a manageable rate and the school is well-resourced.

The following achievements were evident at St Kilian's in 2025:

Professional Collaboration

- Principal and Administration Officer regularly engaged with Catholic Education Office personnel and peers to deepen expertise in finance and administration.

Financial Stewardship

- Implemented a strategic approach to fee collection, including recovery of outstanding fees from former families through a CES-approved collection agency.

Enhanced Resourcing for Learning

- Maintained a highly resourced curriculum across all learning areas, ensuring materials and tools catered to individual student needs and diverse learning styles.

Parents and Friends Association

- Actively collaborated on school improvement initiatives, social events, and fundraising activities to strengthen community involvement.

School Advisory Council

- Established and active and pro-active School Advisory Council who oversee school Governance in accordance with CESL guidelines and formation.

Family Engagement

- Organised and hosted a range of family social events, fostering strong connections between school and home.

Parent Satisfaction

Recent data collated from CEO ORIMA Community Surveys showed the following in relation to Community Satisfaction:

Family Engagement: The community has indicated that they would like to become more involved in their child's learning and the life of the school, rating 'The degree to which families are partners with their child's school' at the 38th percentile, slightly below the CES average of 45%.

School Climate: Families' Perceptions of the social and learning climate of the school is rated at 73%, slightly below the CES 79% average.

School Fit: Families' perceptions of how well a school matches their child's developmental needs' is rated at 74%, higher than the 81% CES average

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au.

For more detailed information regarding our school please visit our website at www.sk Bendigo.catholic.edu.au