

2025 annual report to the Community

Kilkenny Primary School and Kilkenny Preschool

Kilkenny Primary School number: 207

Kilkenny Preschool number: 1592

Partnership: Inner West



School principal:

Alexander Narcys

Date of endorsement:

19/02/2026



Government
of South Australia
Department for Education

Context Statement

Kilkenny Primary School caters for students from R-6. At the time of this report, the enrolment in 2025 is 450. Kilkenny Primary School is classified as Category 6 on the Department for Education Index of Educational Disadvantage. At the time of this report, the school population includes 3% Aboriginal students, 8% students with disabilities, 5% students with English as an additional language or dialect (EALD) funded background, 2% children/young people in care. Further information about the school is available on the school's website (including its context statement), as well as the My School website.

Information about Kilkenny Preschool is available on the centres website, as well as the Australian Childrens Education and Care Quality Authority (ACECQA) website.

Data Source: Department for Education data holdings from Mid census captured in AUGUST 2025.

Governing Council Report

In 2025, Kilkenny Primary School continued to empower and nurture its community to be thriving learners, compassionate citizens and positive contributors to their world, with the support of Governing Council.

Following the 2025 Annual General Meeting there were changes to Council membership, with newcomers joining continuing members, including office bearers Dan Gaskin (Secretary), Ryan Bennett (Treasurer), and Jessica Murrell (Chair), who were reappointed to their roles along with Cate Gaston (Deputy Chair) for 2025. Governing Council continued to lead and support the school's operations with oversight of the school, canteen and OSHC budgets. It also continued to support OSHC leadership and operations in further improvements to this vital service to the community.

Application of the school's refreshed branding gathered momentum, with Governing Council endorsing a new style guide and considering new uniform options and planning for introduction of items without interruption of supply to families.

The updated Reconciliation Action Plan was finalised with input from Governing Council to the Reconciliation Committee. Actions from the plan were commenced, with a Kurna Trail in the scrub, and the refresh of the school's reconciliation t-shirts in collaboration with Aboriginal families on a culturally appropriate design that displays students' pride to be learning on County.

Fundraising continued to support and add substantial value to the community, with its regular events as well as several new gatherings that provided opportunities for coming together and contributing to improvements for the school. Key highlights included the annual KPS Quiz Night, a colour run, and 'KPS Sessions', all generating valuable funds. The school's new sensory playground, which fundraising helped build, was officially opened in May by Premier of South Australia, Hon. Peter Malinauskas as part of Autism Awareness Month, transforming a previously unused area into a popular play space.

Regular cultural highlights continued across 2025, including:

- Participation in the Festival of Music choral event
- A KPS values-themed End of Year Concert
- The third Kilkenny Community Award for service to the school community awarded to Stephan Beale for volunteering as a sports coach across a decade
- Strong participation in extracurricular music and sports programs
- Book week parade
- Community pancake breakfasts serving hundreds of pancakes to families

Governing Council hosted Premier Peter Malinauskas at their October meeting, where they discussed challenges relating to the shared function of the school hall as a space for OSHC and sport, and proposed government consider investing in a school gym to alleviate these pressures.

Governing Council looks forward to continuing to support Kilkenny Primary School in 2026.

Principal's Report

With a refreshed Purpose Statement, School Values and Priority Areas, the 2025 school year at Kilkenny was about delivering on our Strategic Plan and ambitious goals to take our learning community forward. Key priorities in 2025 included:

- School values are embedded, observable and lived across the school community – Be BRAVE, Be KIND, Be YOUR BEST
- Positive mental health, wellbeing and social and emotional development is promoted for all students
- Students have strong foundational skills in literacy and numeracy, with a particular focus on Writing.
- Staff work in professional learning communities that advance teaching and learning and support a strong sense of collective efficacy.

A new school logo was finalised, with branding guidelines established and applied broadly across the school. New school signage was installed across the school, along with a reinvigorated website, social media and communication platforms.

Curriculum and School Improvement

Kilkenny Primary School continued to perform strongly in NAPLAN testing in 2025, with a mean score increase in 9 out of 10 assessment components in Year 3 and Year 5 from 2024. Highest ever performance scores were recorded in Year 3 Reading, Writing, Spelling and Grammar & Punctuation.

Progressive Achievement Testing (PAT) scores continued to remain strong with 90% of students achieving above the standard of educational achievement/benchmark in all year levels.

Year 1 Phonics Screen results for 2025 recorded 91% of Year 1 students at benchmark.

Extra-curricular academic opportunities were introduced in 2025, including optional participation in the Australian Maths Competition, ICAS Assessment, Australian Maths Trust Challenge and the Young ICT Explorers.

Reclassification

As a result of the Index of Educational Disadvantage reform, the Index of Educational Disadvantage Category for Kilkenny Primary School changed in 2025 from Category 4 to Category 6.

The department has developed a new index to assess the socio-educational needs of students which measure socio-economic need of the for the students at each school. The reclassification of the school effects funding lines from 2026 onwards.

Facilities and Grounds

Several site funded works occurred across 2025 to improve the facilities and learning environments for students. These include:

- Opening of the new sensory playground (Premier Malinauskas opened in April)
- New carpet in six classes
- New partition doors for Year 6 Senior classes
- Several new murals and colourful artworks around the school
- New standalone Sensory Room established (Blue room)
- New school signage
- Air-conditioning upgrades in Junior Primary
- Two new basketball rings and netball goals

Other Highlights include

- Recipient of World Environment Day Award for a sustained commitment to the Kitchen Garden Program which extends to fifteen years.
- Hosting the National Awards for the Stephanie Alexander Kitchen Garden Program in September.
- Official opening of our new playground by Premier Malinauskas in April 2025
- Finalising our Reconciliation Action Plan, Acknowledgement of Country video and Indigenous uniform tops
- Winning the SAPSASA Athletics trophy for medium schools
- A highly successful colour run with funded the purchase for new Sporting Uniforms
- Four teachers completing National certification for Lead and Highly Accomplished accreditation

Preschool Report

Throughout 2025 at Preschool, educators continued to embed our music strategy in support of emerging literacy skills. We used our grant received on late 2024 to purchase additional resources and instruments in support of these music sessions. Learning was shared with families at our celebration of learning evening and through QR video codes. The Preschool team collaborated with the Reception team to plan for continuity of learning throughout music sessions, to enhance literacy as well as to support continuity of learning through transition to school.

The Preschool team continued to seek ways to share learning with families and offered celebration of learning evenings. We were intentional about learning displays and tried digital ways of engaging and sharing learning through video. Feedback suggested this was well received by families.

As an offering from our portfolio the educator team engaged in professional learning regarding self regulation, facilitated by the departments self regulation team. Pre-assessment information identified strengths of our preschool practice and photos of our space and these strategies to support regulation were shared with other sites during the portfolio professional learning day. Through this learning opportunity the team continued to record and engage with different regulation support strategies and will continue strengthen and sharing this work into 2026.

Late 2025 saw the site engage in a pre-assessment visit from the ESB in preparation of a full Assessment and Rating review anticipated in 2026.

Curriculum and Wellbeing Report

In 2025, our focus was on strengthening evidence-based teaching practices and building staff capability to support consistent, high-quality instruction across the school. We began exploring the Playberry Laser program, with staff visiting a number of sites to gather information and ensure a thoughtful and well-informed introduction. As part of a pupil free day, staff participated in a 'nuts and bolts' professional development session. This groundwork has positioned us well for whole-school training and implementation in 2026.

Quality Teaching Rounds continued to support professional collaboration and reflective practice, providing opportunities for staff to observe, discuss and refine their teaching using a shared framework. This has contributed to a strong culture of professional dialogue and continuous improvement. 8 staff participated in the process, with high levels of engagement. These 'Rounds' will continue in 2026.

Staff also engaged in targeted professional learning in The Writing Revolution, supporting explicit, structured writing instruction across year levels. More staff were also trained in Read Write Inc, ensuring that we continue to build on our knowledge and practice in the phonics space. These initiatives are building greater consistency in literacy instruction and supporting improved outcomes for students.

In addition, a professional development day with Tom Sherrington deepened staff understanding of the Teaching WalkThrus resource, providing practical, high-impact strategies to strengthen classroom practice and support consistent, effective instruction across the school. This was part of our Term 4 pupil free day and involved all schools in the Inner West partnership. This work will continue to inform our improvement work and professional goals.

Extra-curricular activities were hugely popular, with high participation rates in school sports, choir, Young ICT, music tuition, Mayoral Make-a-Book Competition, and maths extension groups. Thank you to the staff members who helped facilitate these programs. We also enjoyed a number of whole-school events including KWOMAD (Harmony Day), Reconciliation Week, Sports Day, Winter Sports Day (AFL Max), Swimming Week, Book Week, Science Week, Student Showcase and our End-of-Year Concert.

Together, these priorities reflect our commitment to evidence-informed practice, ongoing professional growth, and ensuring all students experience consistent, high-quality teaching and learning.

Student Wellbeing

Open Parachute – a social skills and Mental Health Program for students R-6, closely aligned to the Child Protection Curriculum, was run for the first time in 2026 as a whole school approach. This was the result of an opt in trial in 2025.

Lessons enable students to explore concepts such as Friendship skills, Anxiety and Resilience, Growth Mindset, Bullying and Boundary Setting, Self Esteem and Positive Self-Image, Communication and Support, and Family Challenges and Making Safe Choices. Students have the opportunities to watch video clips of their peers talking through their problems and solutions, and share dialogue amongst themselves of how to build these skills in their own lives. The program also offers parent hints and tips, and online webinars.

The program provides opportunities for pre and post survey's measuring students growth and understanding of concepts. We saw a 10% increase across all classes in knowledge and understanding.

Teachers reported back that it supported and empowered students with real strategies they can use every day.

Students reported, through forums, that they found the program extremely helpful, and wanted it to continue in 2026. They found the videos of their peers were very relatable and helpful to see other students overcome their struggles, and everyone has a chance to share their thoughts and ideas in a safe space.

Meta-Cognition and Self-Regulation

The WOOPS goal setting strategy was trialled as a whole school approach in 2026 after a sample trial was conducted with UniSA in 2024. This will continue to be a strategy we will focus on specific to writing in 2026, to enable students to set goals, identify obstacles, and plan way to overcome these obstacles to improve their learning outcomes.

We continue to focus on Self and Co-Regulation strategies with students by creating safe places for them to re-regulate with the support of others. Staff and Parent Workshops were delivered in 2025 to support transitions to school and regulation processes both in school and home.

Attendance

Overall attendance remained strong with the wellbeing team focussing on 2 families who continue to struggle with regular attendance due to family and mental health issues. One referral was made to the Social Work team which resulted in a consultation process.

Student Agency and Voice

We continue to involve students in decision making and feedback opportunities at Kilkenny Primary School. Our Student ChangeMaker team were tasked with 'Bringing our new school values to life' in 2025, and responded brilliantly with initiatives such as the 100 Acts of Kindness and Brave O' Meter charts, as well as establishing a whole school letter box system where students can reach out to trusted adults to seek support, or send each other letters of kindness or thanks.

At the end of 2025, 2 School Captains and Vice Captains were appointed. This is the first time we have done this as a school. Students went through an application and interview process. The interview panel was made up of 2 adults and 2 students. The students who won their positions will now represent the student body at important functions, and be involved in leading student voice initiatives across the school.

Whole School Wellbeing Audit

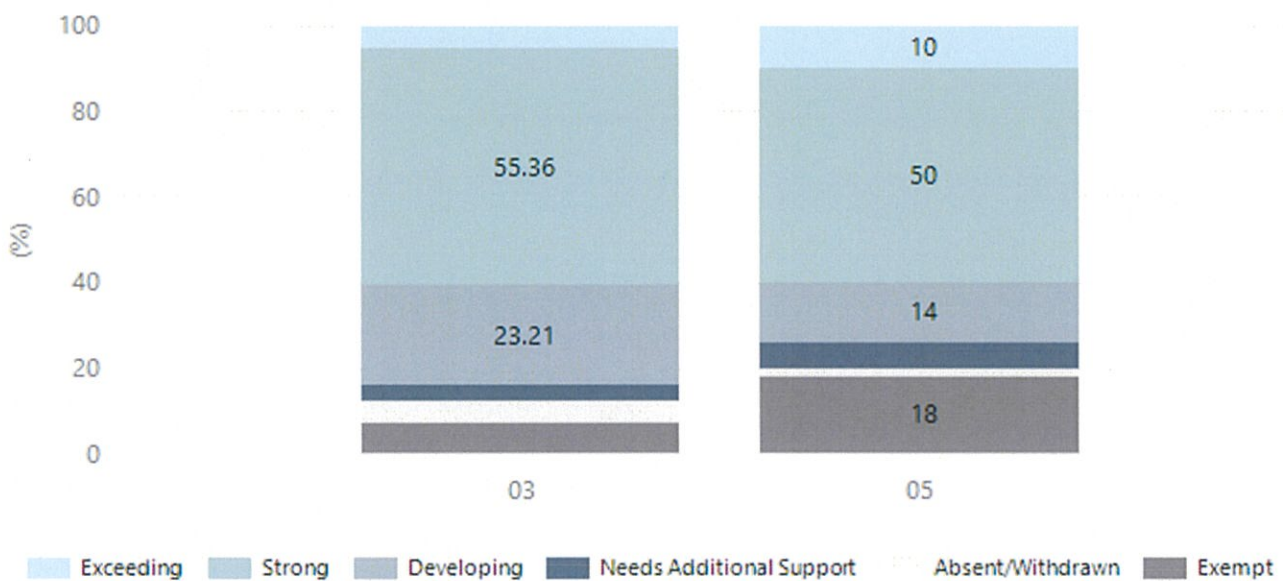
In 2025, we engaged an external provider, The Culture Collective, to run an audit of our whole school wellbeing structures and processes. The team met with students, staff and parents, reviewed our policies and procedures and presented us with commendations and recommendations that we continue to focus on and action throughout 2025 and into 2026.

Performance Summary

NAPLAN Proficiency

In 2023 the Australian Curriculum, Assessment and Reporting Authority (ACARA) - a Commonwealth Independent statutory authority - announced changes to NAPLAN performance reporting. The new approach replaces the previous numerical NAPLAN bands and the national minimum standard.

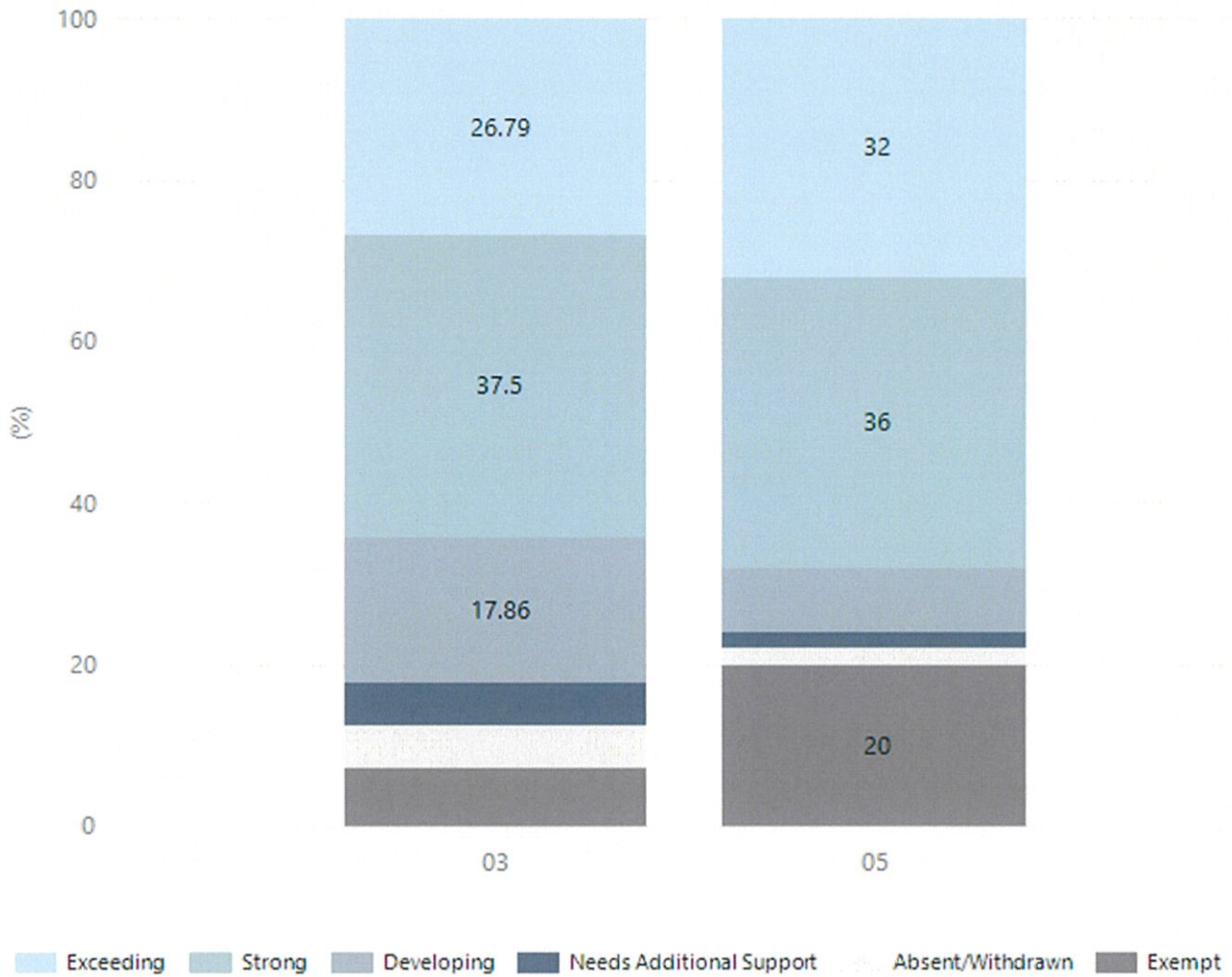
Numeracy



Year Level	03	05
Exceeding	3	5
Strong	31	25
Developing	13	7
Needs Additional Support	2	3
Absent/Withdrawn	3	1
Exempt	4	9
Total	56	50

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

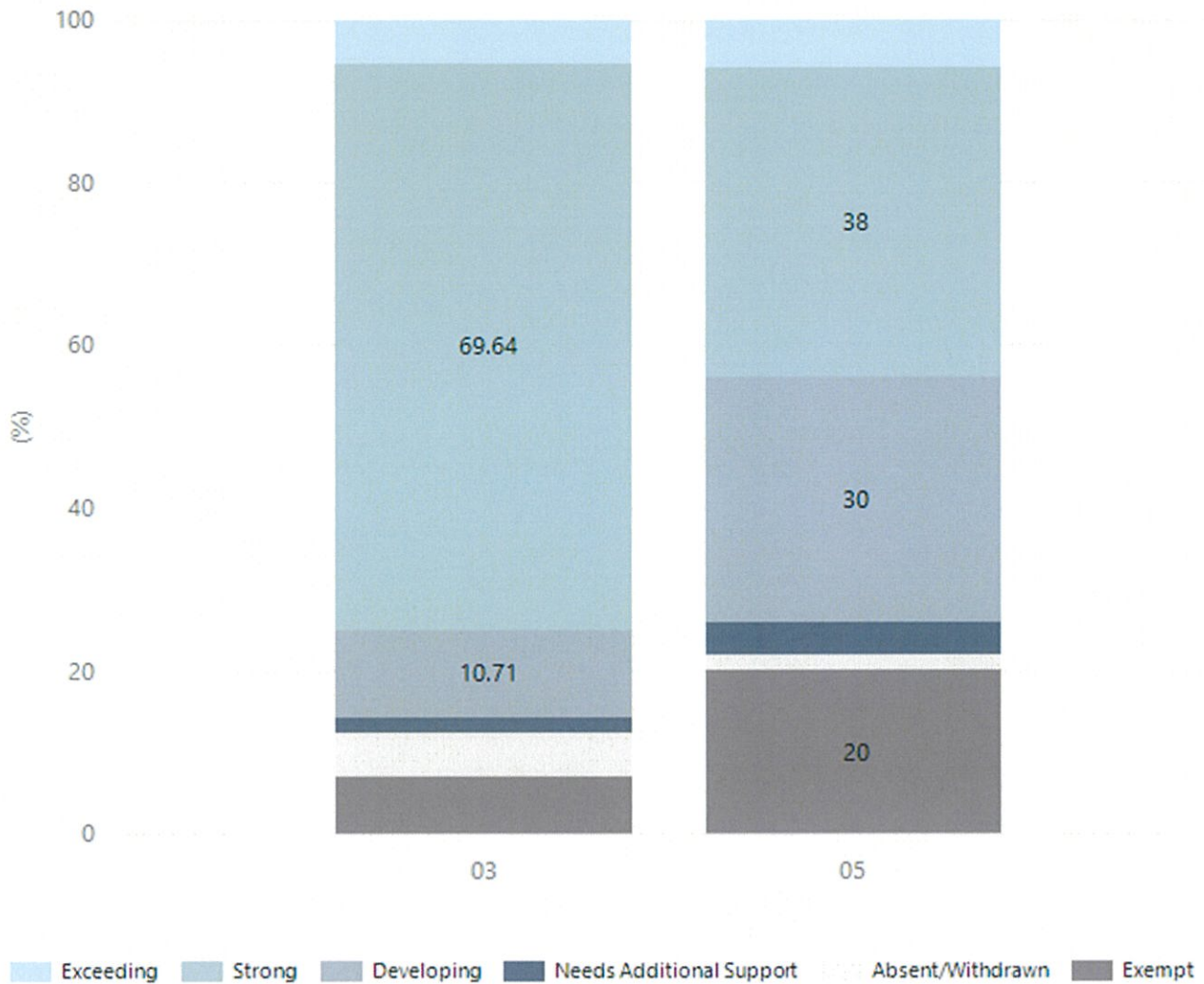
Reading



Year Level	03	05
Exceeding	15	16
Strong	21	18
Developing	10	4
Needs Additional Support	3	1
Absent/Withdrawn	3	1
Exempt	4	10
Total	56	50

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

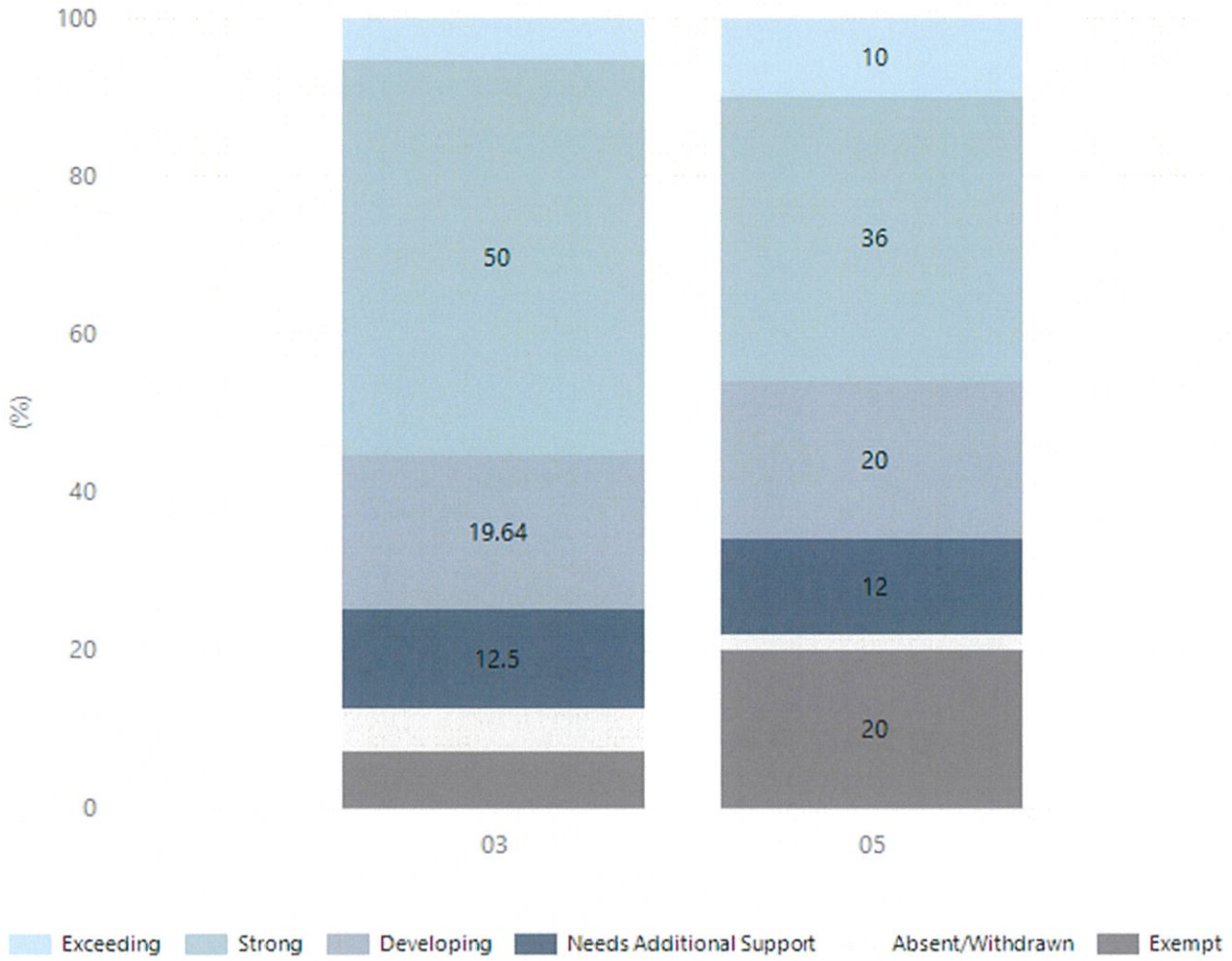
Writing



Year Level	03	05
Exceeding	3	3
Strong	39	19
Developing	6	15
Needs Additional Support	1	2
Absent/Withdrawn	3	1
Exempt	4	10
Total	56	50

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

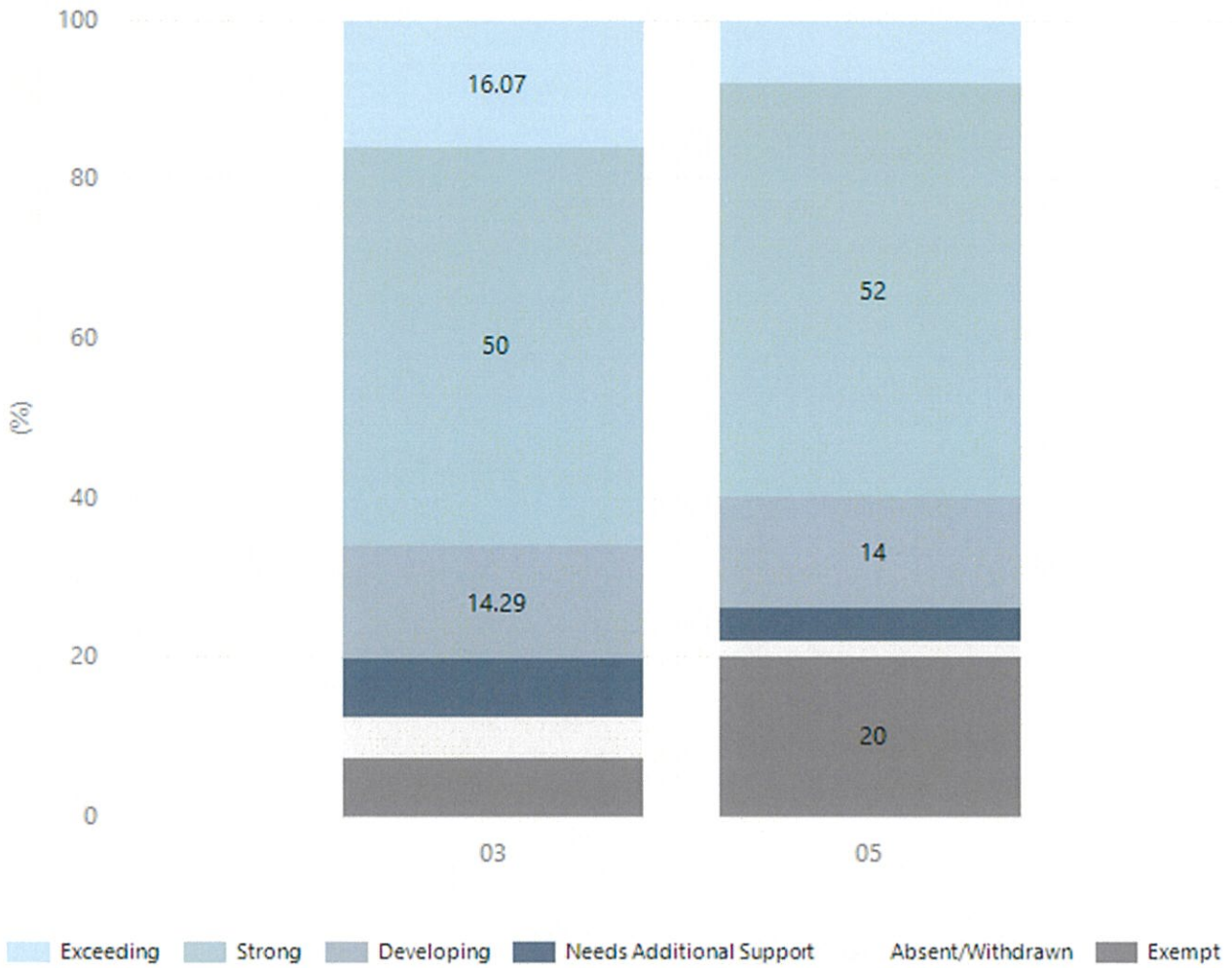
Grammar



Year Level	03	05
Exceeding	3	5
Strong	28	18
Developing	11	10
Needs Additional Support	7	6
Absent/Withdrawn	3	1
Exempt	4	10
Total	56	50

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Spelling



Year Level	03	05
Exceeding	9	4
Strong	28	26
Developing	8	7
Needs Additional Support	4	2
Absent/Withdrawn	3	1
Exempt	4	10
Total	56	50

Data Source: Department for Education Assessment Data Holdings, 2025. If there are less than 6 students who sat NAPLAN in a school, no information will be shown. If a year level has less than 6 students, that year level will not be shown in NAPLAN results.

Preschool Attendance

	Term 1	Term 3
2022 centre	93.6%	89.5%
2023 centre	93.3%	90.5%
2024 centre	95.1%	84.4%
2025 centre	94.8%	87.4%

Based on preschool sessions attended during a two-week reference period in Term 1 and Term 3. The table represents the proportion of hours attended out of total hours enrolled (booked). Data Source: Department for Education attendance data.

School Attendance

Year Level	2023	2024	2025
Reception	92.8%	94.9%	94.1%
Year 01	88.2%	93.8%	89.2%
Year 02	91.2%	88.2%	91.8%
Year 03	90.6%	91.5%	90.1%
Year 04	90.1%	91.2%	90.3%
Year 05	90.9%	90.1%	90.8%
Year 06	91.6%	91.1%	91.1%
Primary Other	86.8%	88.8%	82.5%
Total	90.1%	91.1%	89.7%

Data Source: Department for Education Attendance Data, Semester 1 Report 2025. A blank cell indicates there were no students enrolled. 'Primary Other' includes students enrolled in specialised education options. 'Secondary Other' includes students who have already spent a year at Year 12 and elected to undertake further study at Year 12.

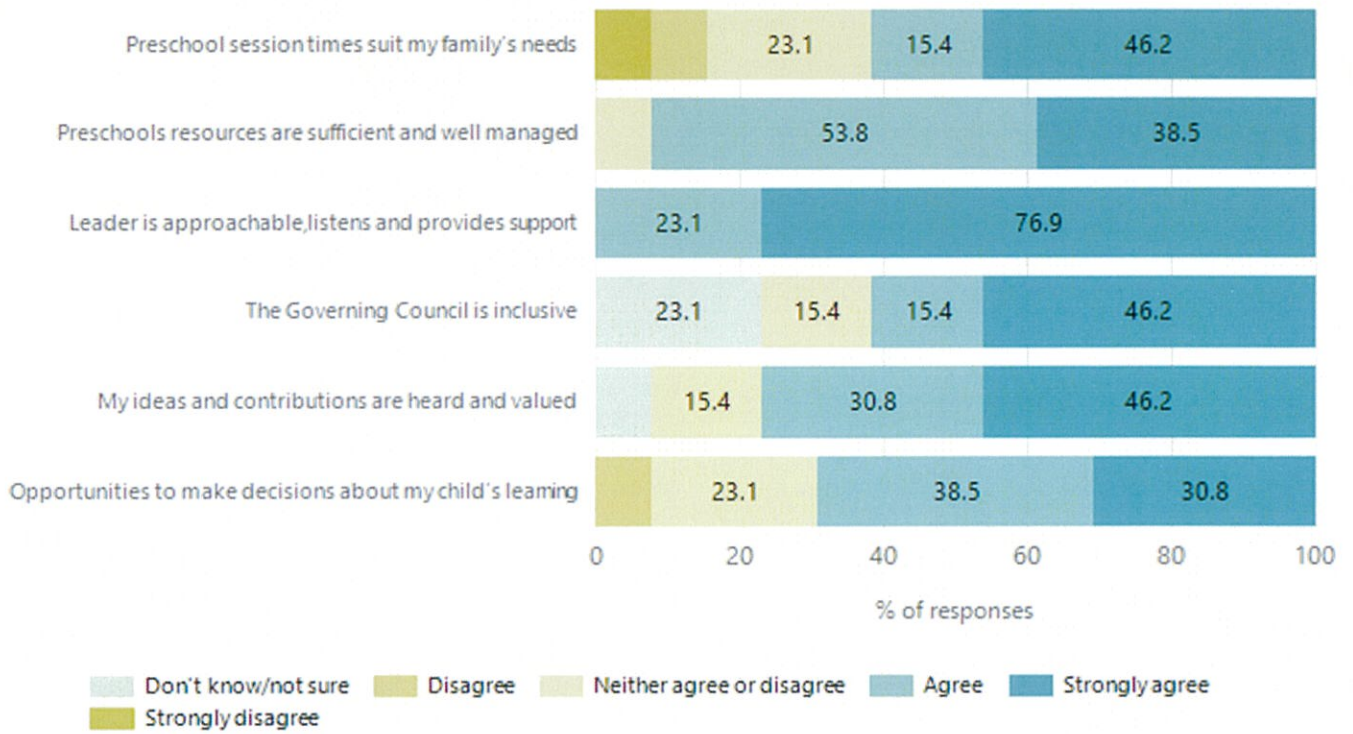
Attendance Comment

In South Australia, preschool attendance is not compulsory, but it is strongly encouraged. Preschool gives children the best opportunity to develop skills, which prepare them for school. These benefits include establishing positive routines and habits, friendships and connections as well as developing communication, problem-solving and creative skills.

In South Australia, all children and young people must be in school from 6 years to 16 years old. They must attend a government or non-government school full time. From age 16 to 17 however, young people must attend school or an approved learning program (such as an apprenticeship, traineeship, accredited course or university). Schools and parents must encourage and support students to come to school every day. Parents and caregivers must make sure their child is enrolled in a school, and attends school all day and everyday it is open, unless a child is sick or has an approved exemption. Teachers and leaders actively follow up when a student misses school, including recording all absences and non-attendance. All schools in South Australia have local attendance procedures governed under the Education and Children's Services Regulations 2020.

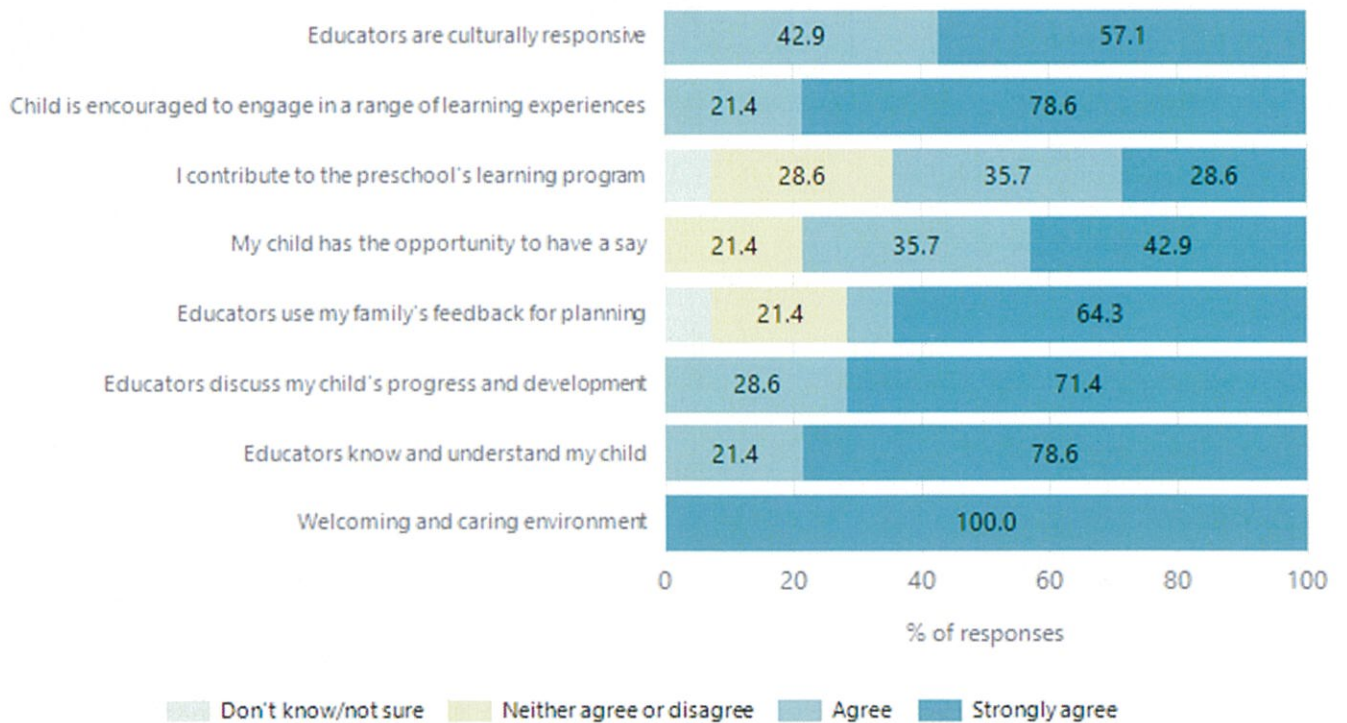
Preschool Family Opinion Survey

Governance, Leadership and Management



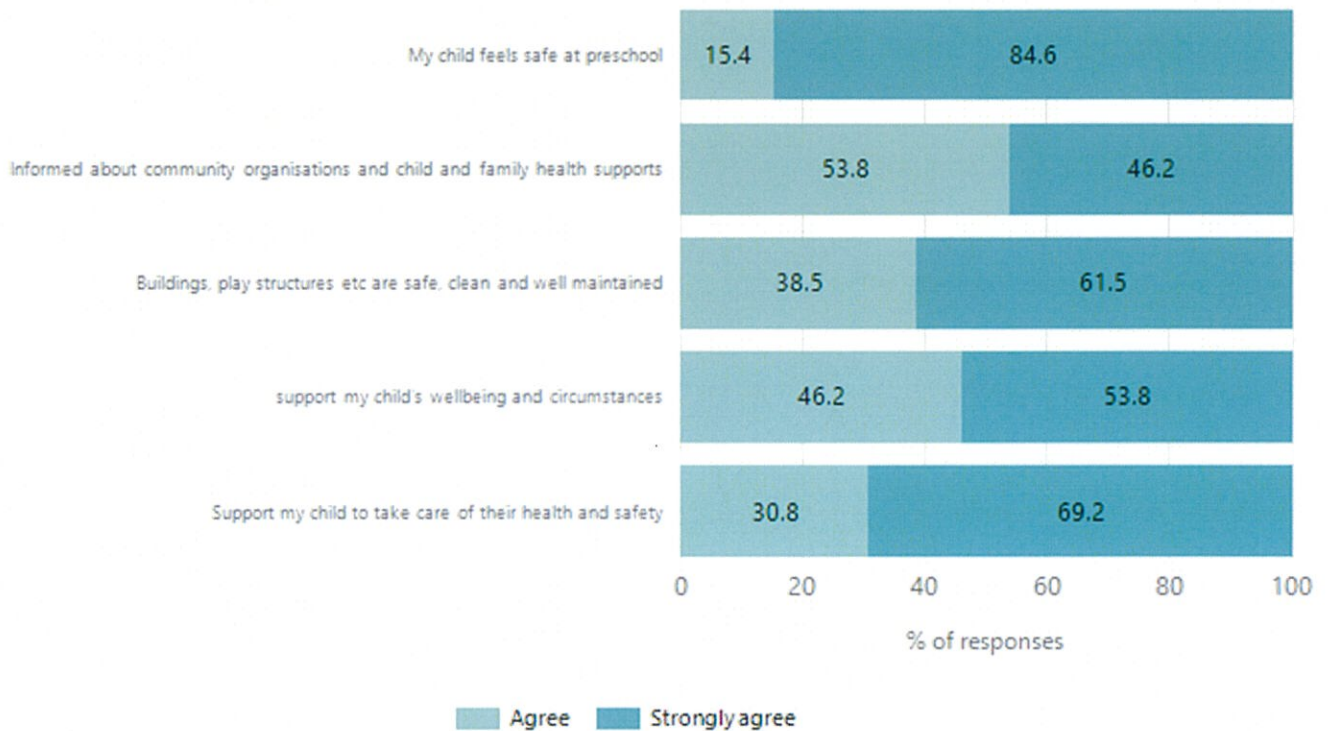
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Quality of Teaching and Learning



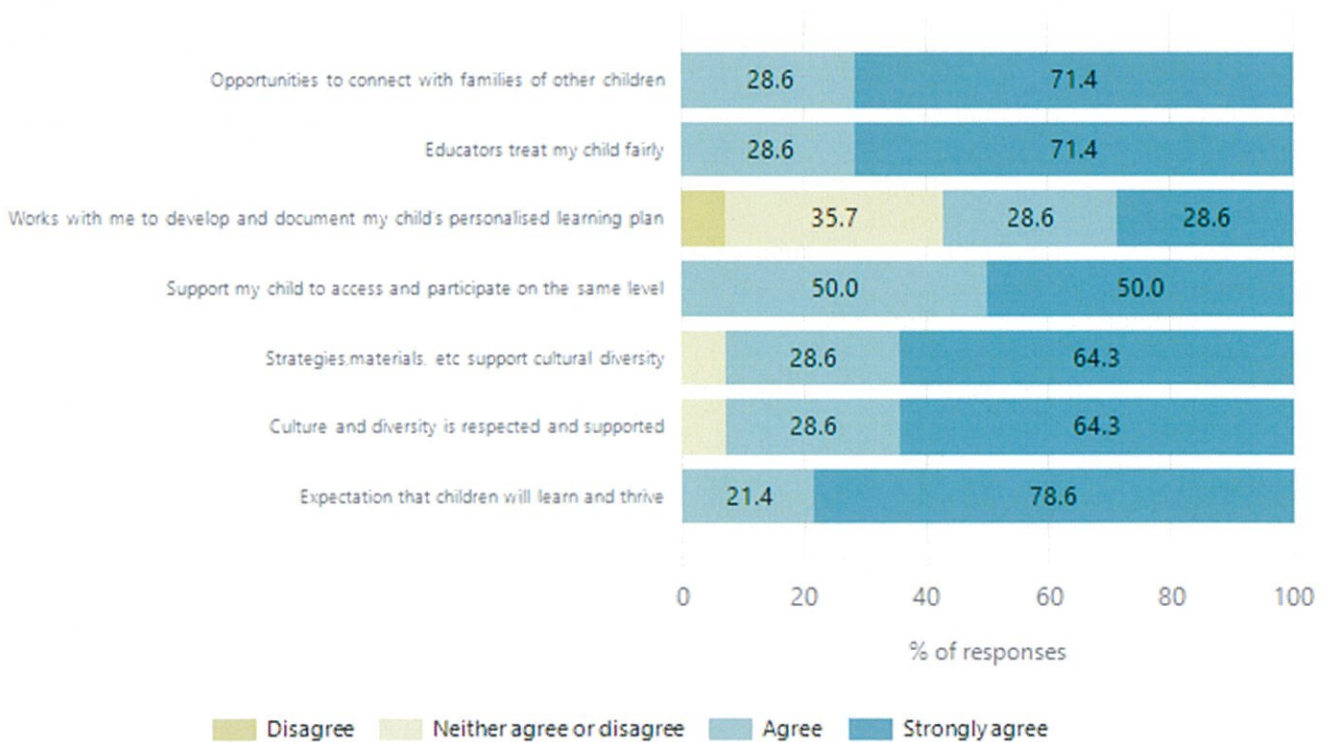
Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

Safety, Health and Wellbeing



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

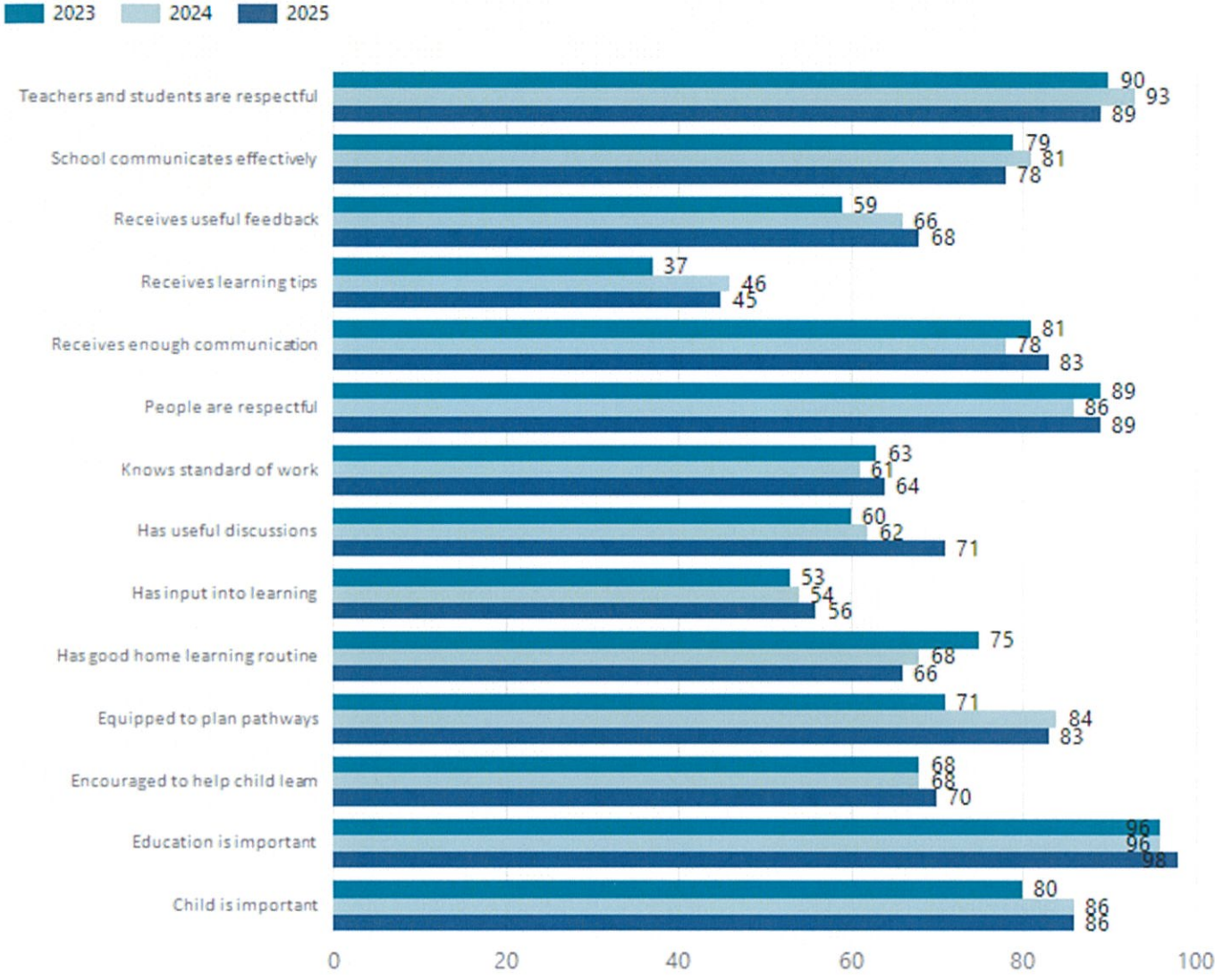
Support and Inclusion



Data Source: 2025 Department for Education Preschool Family Opinions Survey, Term 3 2025.

School Parent Opinion Survey Results

Proportion of agree/strongly agree response(%)



Data Source: 2025 Department for Education Parent Opinions Survey, Term 3 2025.

Destination Schools

Feeder Schools (Site number - Name)	2023	2024	2025
0207 - Kilkenny Primary School	97.7%	90.9%	87.3%
9089 - Whitefriars School			4.8%
9999 - Unknown		7.3%	3.2%

Note: The data is collected in term 3. It does not reflect actual schools enrolled in by existing preschool children. A blank cell indicates there was no data for students enrolled.

Data Source: Department for Education Destination Data Report, 2025.

Intended Destination

Leave Reason	Number	%
NG - ATTENDING NON-GOV SCHOOL IN SA	3	23.0%
TG - TRANSFERRED TO SA GOVERNMENT SCHOOL	8	62.0%
U - UNKNOWN	2	15.0%

Data Source: Department for Education Destination Data Report, 2025. Data extract term 3 2025. Data shows recorded destinations for students that left the school in the previous year. Data is uploaded by schools in term 3 and may not reflect final or total figures at time of report creation.

Highest Qualifications held by the teaching workforce and workforce composition

All teachers at this school are qualified and registered with the SA Teachers Registration Board.

Qualification Level	Number of Qualifications
Bachelor's degrees or Diplomas	26
Postgraduate Qualifications	13

Data Source: Data extracted from Mandatory Workforce Information Collections as on the last pay date of June 2025. As self-reported by staff in the system.

Please note: Data includes staff who are Actively employed and on extended paid leave. Please note only the highest qualification of the Teaching staff is reported. Excludes any number of other certifications earned.

Workforce composition including indigenous staff

	Teaching Staff		Non-Teaching Staff	
	Indigenous	Non-Indigenous	Indigenous	Non-Indigenous
Full-Time Equivalents	0.0	34.2	0.0	16.7
Persons	0.0	39.0	0.0	28.0

Data Source: Data extracted from Mandatory Workforce Information Collection as on the last pay date of June 2025.

Please note: Data includes staff who are actively employed and on extended paid leave. "Indigenous category" is self-reported by staff in the system.

Financial Statement

Funding Source	Amount
Grants: State	
Grants: Commonwealth	
Parent Contributions	
Fund Raising	
Other	

Data Source: School supplied data.

KILKENNY PRIMARY SCHOOL FINANCE REPORT- MONTH END OF FINANCIAL YEAR 2025

CONSOLIDATED ACCOUNT

ACCRUAL BALANCES:

CASH AT BANK	\$39,429.34
SASIF	\$226,153.78
Deficit YEAR TO DATE	\$65,895.44

2025 End of Financial Year Variance Analysis – Budget v Actuals

At the end of 2025 Kilkenny Primary School recorded a deficit (\$65,895.44)
Governing Council approved the 2025 Budget with a closing balance of \$174,627.17

Therefore, the End of Financial Year Variance was a deficit of

Funding Statement as of End of Year 2025

Funding source	Amount
Grants: State	\$5,745,857.32
Grants Commonwealth	\$10,550
Parent Contribution	\$223,830.30
Fundraising	\$38,394
Non-budgeted expense	\$10,398
Other	\$57,047.25

Grants – Commonwealth – Sport , RAA Landcare Grant.

Parent Contribution- Materials & Service charges, Camp revenue, excursion revenue, Sport payments, Preschool Contributions

Fundraising- Quiz night, colour run, entertainment book, pavers, second-hand uniforms, community event

Non- budgeted expenditure- basketball rings and backboard

Other- international student commission, uniform sales, Kitchen /garden, interest revenue

Governing Council Reports Dec 2025 tabled

OSHC ACCOUNT

CASH AT BANK	\$263,546.76
SASIF	\$148,348.30

SURPLUS YEAR TO DATE \$13,168.22

Fees owing at 31 December 2025 - OSHC / VAC \$13,171.80

Governing Council Reports Dec 2025 tabled

CANTEEN ACCOUNT

CASH AT BANK \$33,227.54
DEFICIT YEAR TO DATE (\$-4,926.73)

Non-budgeted expenditure- \$4,950.00- slushie machine purchase

Governing Council Reports Dec 2025 tabled
