

2019



St Patrick's Catholic Primary School

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## About this report

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St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report')



We are blessed at St Pat's to have fantastic teachers and parents, who work together for the betterment of our children, this creates a wonderful community.

### Student Body Message

2019 was a positive year for students and teachers. A highlight for our school this year was the whole school musical "Under the Bed" written by our very own music teacher, Mr Meagher. We all really enjoyed being a part of the show. Our regular busy school lives continued with all students participating in Masses and liturgies. The Mercy Action Group participated in the 'The Dish', where they helped others who are less fortunate than us. Each class participated in the Vinnies' winter and Christmas collections and our band also performed for others in our community. This year for the first time the Mercy Action Group organised a "Coin Trail" to support Mission Month which worked out well because everyone joined in by bringing 5 cent coins. The Movie night was a successful event and was a great night. The annual school disco was a huge hit as always. Our school also celebrated feast days, and the amazing book week with our costumes. We have many more fun activities to be thankful for. We really enjoyed 2019 at St. Patrick's School.

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## School Features

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St Patrick's Catholic Primary School Asquith is a Catholic systemic

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## Student Profile

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
131	152	122	283

\* Language Background Other than English

### Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

### Student Attendance Rates

The average student attendance rate for the School in 2019 was 93.44%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
92.92	93.65	94.00	92.50	93.40	93.79	93.75

### 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 in students, a sense of wellbeing and belonging
- 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, the CSO and the relevant Department of Education officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition, the School will work in partnership with the student's parents to ensure that the student's educational needs are met. The School will also work in partnership with the student's parents to ensure that the student's educational needs are met.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	26
Number of full time teaching staff	13
Number of part time teaching staff	10
Number of non-teaching staff	3

### 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

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the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

#### [Summary of professional learning at this school](#)

Day 1: School Review and Development

Day 2: Embedding Formative Assessment

Day 3: Creative Use of Scripture in the Classroom

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## Catholic Identity and Mission

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As a Catholic community, the School shares in the mission of the local Church: "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 educate and form young people in the Catholic faith. The School provides 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.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it.

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 missionary activities aimed at living out their mission as disciples of Jesus.

Year 5 and 6 Mercy Action Group students

also visit to speak with the students to link with their Religious Education learning and interact with them on the playground.

The spirituality of the community is central to our existence. Parent reflection mornings have been held every term, during which parents have explored various Scripture passages and ways they can support their own children in engaging with scripture. The community of St Patrick's participates in a vibrant liturgical life. Children celebrate special Masses for key liturgical feast days. The children have the opportunity to experience Reconciliation regularly. Our end of Year celebration was special as one student from each class was



performance was an original musical "Under the Bed," written and directed by our very talented Music teacher. Our Physical Education teacher continues to offer a varied program and opportunities for the students to participate in sporting events beyond the school.

Our dedicated teachers are passionately committed to the wellbeing and academic achievement of all students entrusted to their care. In order to ensure we are meeting the needs of all students, we conduct weekly student review meetings for staff to come together and analyse collated data. This is valuable time to focus on specific students, or notice trends and make adjustments or goals for future teaching and learning.

Students were also given the opportunity to participate in a wide range of extracurricular activities including choir, band, chess, coding, Math's Olympia, Math's Games, DaVinci,



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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). 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 pre-requisite 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 CSO website or by contacting the CSO. 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 for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster,

other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2019.

### Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). 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 CSO website or by contacting the CSO. There were no changes made to this policy in 2019.

### Initiatives promoting respect and responsibility

Through its Mercy values, St Patrick's continues to promote respect and responsibility that each member of the community has for self and others.

#### Strengthening student wellbeing.

The school has clear procedures and processes for communicating behaviour expectations and associated consequences to students, staff and parents. This consistency has impacted on student wellbeing positively, indicating a safe, welcoming and orderly learning environment. Each student's individuality is valued and nurtured, their unique skills and talents respected and acknowledged.

#### Developing a culture of welcome and inclusivity.

The school effectively uses communication strategies, including social media platforms, to inform and engage the parents in the daily life of the school. Acknowledging community events, to which parents are invited and / or involved such as 'The Dish', leads to a sense of connection, welcome and belonging being initiated and encouraged. Social and emotional learning is also taking place every day in the classrooms with the creation of a well maintained, welcoming and engaging outdoor learning environment.



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## School Improvement

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the Diocesan Leading Learning initiative. This initiative is research based and has been developed in partnership with the University of Auckland. Building on Leading Learning in the Learning and Teaching domain, the Diocesan Learning Principles guide improvement strategies toward high quality contemporary learning.

### Key Improvements Achieved

During 2019, the School Improvement Plan for St Patrick's School included:

Improving and consolidating staff knowledge to ensure engaging and creative teaching strategies were being used in all classrooms in the area of Religious Education, particularly related to Scripture.

Consolidation in learning and teaching of initiatives already commenced, as the school completed School Review. This process allowed the staff to identify and celebrate consistency of agreed school practices, particularly in the area of Literacy.

Improving student engagement in the Pastoral Care Policy. The policy was implemented successfully in 2018 and embedded in 2019. The staff identified several students and looked at their behavior against the SEL continuum. The staff are constantly looking at ways to incorporate SEL into all we do at St Patrick's.

### Priority Key Improvements for Next Year

In 2020 the School Improvement Goals include:

To broaden student understanding of and response to Scripture in their own lives

For students to move from surface to deep learning and to transfer their learning to new contexts

To improve social and emotional competence within a cohesive learning environment

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## Community Satisfaction

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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

St Patrick's is fortunate to enjoy a thriving, proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child. The staff at St Patrick's know that there are positive emotional and learning outcomes when parents are involved and active in their child's education.

Parent satisfaction, evidenced by enrolment numbers, attendance at school events and parent forums was satisfactory. St Patrick's Catholic School continues to have a positive profile in the community with a constant number of new families enrolling throughout the year.

Attendance at Masses for Beginning of Year, Grandparent's Day, Thanksgiving and weekend Class Masses were well attended. The Welcome BBQ, Mother's and Father's Day events were again well supported. Our school musical 'Under the Bed' was well supported by parents, both in preparation of props, costumes etc., and by overwhelming attendance.

Parent engagement in school events was very much appreciated. This included giving their time to support classroom reading groups, sports carnivals, excursions, the second-hand uniform shop and canteen.

### Student satisfaction

The students have a strong affiliation with our school and are very proud to be students of St Patrick's. They enjoyed all aspects of their learning, in all Key Learning Areas, as teachers provided them with a range of strategies through which to approach learning; they appreciated many different and interesting learning experiences, and knew they were continuously developing new skills.

In particular, students enjoyed the fact that they were challenged and were faced with diverse, exciting, well-prepared and well-presented lessons daily. Children said they were engaged in their learning and were provided with the encouragement and motivation to achieve success. The children said that they particularly enjoyed our school musical 'Under

the Bed', the coin trail undertaken for Mission Week, and the school disco which was provided for the children by the parents.

### Teacher satisfaction

Staff reflected on the year through meeting processes and were able to name strengths and successes for the year. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal. All teachers appreciated the opportunity to participate in Student Review Meetings which included classroom teachers, the ESL teacher, the G&T Coordinator, the LST, the Assistant Principal and the Principal, where the progress of all children was discussed.

The collaboration of teachers with education officers from the Catholic School Office was appreciated.

Teacher satisfaction was also evidenced by voluntary attendance at school events and parent forums. Voluntary attendance by teachers at events such as weekend Masses, after school professional learning and offering to coordinate extra activities such as lunch clubs and parent events and forums exemplifies the strong commitment of teachers to the school.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2019 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,012,776
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$571,109
Fees and Private Income <sup>4</sup>	\$907,696
Interest Subsidy Grants	\$3,110
Other Capital Income <sup>5</sup>	\$147,135
<b>Total Income</b>	<b>\$3,641,826</b>

Recurrent and Capital Expenditure 2019	
Capital Expenditure <sup>6</sup>	\$16,924
Salaries and Related Expenses <sup>7</sup>	\$2,793,283
Non-Salary Expenses <sup>8</sup>	\$779,716
<b>Total Expenditure</b>	<b>\$3,589,923</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT