
About this report

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB 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') 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 in the School Improvement Plan (SIP) which 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 be also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

St Patrick's Catholic School is a community committed to ensuring a welcoming and loving community that underpins each family's presence. As such we are committed to working together within a positive Catholic learning environment reflecting the gospel values in the pursuit of excellence.

As a smaller school, each child is known, valued, and cared for by our teachers and the school community. We recognise that each student is different, and as we come to know them well, we seek to teach towards their unique characteristics. We are proud of our commitment to the children's learning. We encourage our children to develop independence by taking responsibility for their own learning in an environment of support, nurturing and partnership between the teachers and parents.

St. Patrick's has a dedicated, talented and professional team of staff members, who work in partnership with a committed and active parent community to educate and care for the children at our school.

In 2020 under new leadership, the Diocese has conducted an external review and begun restructuring across all sectors towards a new strategic model set to be achieved by 2025. A new strategic approach is being adopted which focuses on academic excellence with a particular focus on, quality English, Mathematics and Religious Education and community faith formation for mission.

For St. Patrick's it a wonderful opportunity to prioritise and focus on the areas that make a real difference. The school has developed consistent school wide practices for teaching and assessing English and Mathematics and the collection and analysis of data to inform and improve learning and teaching.

To assist with School Governance, a School Advisory Team was established in 2019 which has continued into 2020.

2020 sees my first year as Principal. It has been a challenging and complex time with the onset and continuation of the global pandemic. Learning and teaching remain the focus for the school, but the pandemic has made a challenging environment to navigate and overcome. I would like to thank the talented staff, the supportive parents, but most of all the children, who daily engage in the life of the school, and the reason why the school exists.

Parent Body Message

The 2020 P&F team was severely hampered by the Covid-19 global pandemic. The year started well with a highly successful Welcome BBQ however following that event there was little opportunity to hold events or gather at school regularly.

Some special lunch order Sushi Days did occur toward 04BT/F2 13.963/F2 4.67 Tf0.7en 0.75 308.33 654.9

School Features

St Patrick's Catholic Primary School Asquith is a Catholic systemic co-educational school. St Patrick's Catholic School was established by the Sisters of Mercy in 1958 and continues to have a close connection with the order and its charism.

The School caters for students from Kindergarten to Year 6 (K-6) across twelve classes and is part of the Ku-ring-gai Chase Parish. Situated near Asquith railway station, enrolments are drawn predominately from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah.

The School enjoys an excellent reputation as a community with high quality learning and teaching practices where students are encouraged to take responsibility for their own learning in an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in our community so that each may contribute to building a better world.

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 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 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 School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System (password required).



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

In 2020 there was reduced opportunities to gather as a staff for PL. The year began with a review of school processes to establish a common understanding for staff. School review of 2019 data was a focus to establish common understanding of school baseline data. This enabled staff to set School Improvement Plan Goals and targets for 2020 that were directly related to identified needs. Further work was completed to develop a common tracking tool for writing across the school. Embedding Assessment Tool (Literacy Progressions- Writing) allowed for staff to moderate assessments across class/grade/stage for writing. Two twilight sessions with lead from expert education officer from CSBB reviewed the Literacy Structures and Practices for Reading and Writing. This also provided an opportunity to further develop staff knowledge and establish common practices across the school.

The School Improvement Plan Goal for Pastoral Care and Well-being focused on the embedded use of the Social and Emotional Learning Continuum as a tracking tool for student learning. The staff engaged in PL to develop their knowledge of the SEL Continuum and gathered data to track student achievement.

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 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

Student Performance in Tests and Examinations

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2020.

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.

In 2020 the school introduced Behaviour Achievement Awards to formally acknowledge successful consistent demonstration of Positive Behaviours for Learning by students. A school wide use of a personalised stamp book formed the basis of data. Every 50 stamps achieved a Behaviour Achievement Award with Bronze Award (50), Silver Award (100), Gold Award (150) and a St. Patrick's Award (200+).

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.

School Improvement

Strategic planning ensures a common purpose and agreed

For students to

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Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2020 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 2020	
Commonwealth Recurrent Grants ¹	\$2,133,551
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$594,417
Fees and Private Income ⁴	\$731,786
Interest Subsidy Grants	\$1,198
Other Capital Income ⁵	\$132,210
Total Income	\$3,593,162

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$13,810
Salaries and Related Expenses ⁷	\$2,790,819
Non-Salary Expenses ⁸	\$725,505
Total Expenditure	\$3,530,134

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 2020 REPORT