
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 Duffry Catholic School is a community committed to ensuring a welcoming and loving community that underpins each child'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 child'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 children.

St. Duffry 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 2021, the Diocese implemented restructuring and implementation of a new strategic model set to be achieved by 2025. A new strategic approach has been 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. Duffry has provided a wonderful opportunity to prioritise and focus on the areas that make a real difference. The school is implementing 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 through to 2021.

The 2021 school year continued to be a challenging and complex time with the 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 2021 P&F team was severely hampered by the Covid-19 global pandemic. The year progressed with little or no opportunity for parents to be physically present on the school site with nearly all events being postponed. The P&F team met with the parent community met on a regular basis via Zoom to discuss school business, maintain contact and be aware of any initiatives in place.

Some events including the Swimming Carnival, School Cross-country and the occasional special lunch order Sushi Days did occur during the year and were well supported by the parent community.

St. Dunstan's Asquith Cookbook.

Parents and children were encouraged to submit their favourite recipes for the St. Dunstan's Asquith Cookbook.

Tournament of the Minds challenge, the University of NSW ICAS Assessments, a writing competition, the Prime A [b] [g] [f] [i] [g] Spelling Bee Initiative, as well as being acknowledged for outstanding artworks and having the artworks displayed throughout the school. The school also entered the Wakakirri Story through Dance and Music festival. Although this too was cancelled the school will seek to pick up where we left off in 2022.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
136	119	137	255

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 96.31%. 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
96.50	97.05	95.52	96.66	96.25	96.02	96.14

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the 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 Quality Assurance and improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	25
Number of full time teaching staff	11

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Curriculum, Learning and Teaching

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Key

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum. The school and

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In 2021, the major focus in learning and teaching was the consolidation of initiatives already commenced by the school completed School Review. This process continued with staff implementing a consistent practice across the school, particularly in the area of Literacy. A series collaborative staff meetings and staff development twilight sessions were in pla4.67 Tf0.75 0 0 0.75

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including counting, place value, addition and subtraction and multiplication and division. We currently have 5 EMU specialists who were able to work with mathematically vulnerable students in Year 1 .23 745.04 Tm(and)JETBT/F2 14.67 Tlg53/F2 14.67 7e

Student Performance in Tests and Examinations

NAPLAN

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 aETBT/F2 14.67 Tf0.75 0 0 0.75 282.22 63l22

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and

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 2021.

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 2021.

Initiatives promoting respect and responsibility

Through its Mercy values, St Duffry 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 child's individuality is valued and nurtured, their unique skills and talents

The school also has an annual focus on cultural diversity by celebrating Harmony Week. During this week we complete activities or participate in initiatives that our celebrate multicultural school community as part of the multicultural Australian community. This includes wearing orange on Harmony Day to raise awareness, participating in a liturgical celebration to give thanks for the many gifts that each culture brings to our school, displaying flags of other nations and entering a poster competition.

Through the P&F the school also published a school cookbook that celebrated the cultural diversity through food. This initiative was an overwhelming success that brought together the food heritage of many families of various cultures.

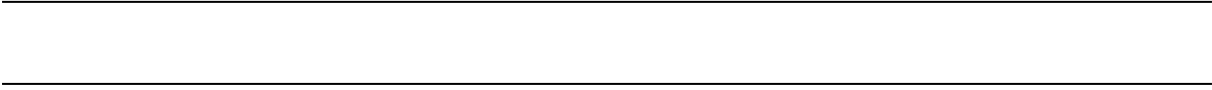
Using the use of the digital platforms through the Google Suite and The Seesaw App provided the means for teachers to communicate with students and parents during Home-based Learning and engage parents in the students learning and showcase student work and achievements.

Priority Key Improvements for Next Year

The school will continue to embed a culture of continual improvement in 2022 with the introduction of a collaborative coaching initiative through CSBB. This initiative will work hand in glove with the professional learning and subsequent work already completed in 2021 with Dr. Linda Bendikson and the CSBB Leadership through the embedding of a collaborative continuous improvement cycle- utilising the analyse, plan, act and review framework.

Considerable professional learning will accompany the introduction of Collaborative Coaching to our school. Extensive resources will be provided for teams of teachers to meet with their Collaborative Coach on a weekly basis to analyse data, make learning plans for teachers to implement with the aim to positively impact student learning. The collaborative work involves teachers and leaders working together in systematic way to analyse and impact professional practice to improve individual and collective results.

Our data and context points us to continue to focus on English with a particular attention on writing. However the cultural change when operating a collaborative continual improvement cycle will enable staff to work in a similar way on other areas of need for student



focused during the long period of restrictions which included changes to school timetables, unable to complete common enjoyable tasks including singing, dancing or playing a musical instrument.

The students also remained in cohorts while at school and endured a long period of Home-based Learning during Term 3 and some of Term 4. Home-based consisted of a mixture of online face-to-face lessons with teachers, web-based tasks and independent and parent supported task completion in place.

There were some disappointments with the cancelling of sports carnivals and excursions due to Covid safe restrictions in place. These are a highlight for our students and were missed opportunities for 2021.

Although a challenging year, our student survey showed a largely positive attitude from the students towards their peers, their teachers and their learning.

Teacher satisfaction

The 2021 school year continued to present many challenges. This was particularly true during the extended period of Home-based Learning during Term 3 and a large part of Term 4. Staff continued to learn new skills to manage digital technologies, communicate effectively online to both parents and children using cloud-based platforms and video conferencing. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal.

The teacher survey conducted about their experiences indicated a positive response with teachers feeling well supported in their work and professional learning.

The report from this survey included measures of satisfaction for eight drivers of student learning. The results indicated that the staff mean was higher than the diocesan mean in numerous areas including satisfaction with leadership, a positive learning culture, collaboration, the use of effective teaching strategies, parental involvement and having an inclusive school. Teachers rated highly the opportunities for them to collaborate professionally with their peers and school leadership particularly on developing a learning culture in the school.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$2,225,733
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$602,231
Fees and Private Income ⁴	\$868,976
Interest Subsidy Grants	\$598
Other Capital Income ⁵	\$0
Total Income	\$3,697,539

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$23,829
Salaries and Related Expenses ⁷	\$2,780,422
Non-Salary Expenses ⁸	\$753,684
Total Expenditure	\$3,557,935

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.

