









also entered the Wakakirri Story through Dance and Music festival and had an amazing experience performing on stage at the Paramatta Riverside Theatre.

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## School Features

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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 eleven 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.

The school is fortunate to be situated on the same site as St Patrick's Parish Church which enables close links between the Parish School and Parish Community. Classes, Year Groups, Stage Groups and Whole School Groups are able to utilise the Parish Church in terms of Worship and Prayer Life in a most convenient, practicable and acces5BT/F2 4 14.6uty.

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. We acknowledge the school leadership and staff of St. Patrick's for their efforts to keep the school community safe and learning throughout the year.

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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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
123	117	124	240

\* 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 2023. 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 2022 was 90.20%. Attendance




## 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



involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

### Summary of professional learning at this school

In 2022 the school staff continued to embed a cultural shift for our professional learning that involved implementing a collaborative continuous improvement cycle- utilising the analyse, plan, act and review framework. Staff Development Twilight Sessions were dedicated to this work as well as staff meetings meeting fortnightly with 2-hour meeting that supported the continuous improvement framework.

The school leadership team continued the work done in collaboration with CSBB Leadership and an external advisor and mentor for school improvement, Dr. Linda Bendikson to strategically plan and review the strategies being implemented. Through this initiative the school used data to pinpoint areas of need and develop and implement school-wide strategies to achieve 'quick wins' through ongoing incremental achievements. This was the basis to our practical work for school improvement with a goal of making a positive and long-lasting impact on student learning.

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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 [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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. A new Religious Education Curriculum is being developed to further enhance the learning experience for

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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. This includes 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.

Liturgy is central to school life and a key component to student evangelisation. With the opportunity available to us again, we were able to gather to celebrate liturgy together regularly. Covid-safe restrictions all but ended, we could engage in parish masses and school liturgies and celebrate traditional school liturgies for St. Patrick's Feast Day, Mother's and Father's Day and Grandparents Day as well as during the seasons of Lent, Easter, Advent and Christmas.

We were limited to celebrations at the beginning of the school year which restricted our celebration of the Opening School Mass. Parent inclusion was not possible at this liturgy but was open to them for liturgies after that time.

Our Year 5 and 6 Mercy Action Group students created opportunities for the school community to support charitable initiatives including the St. Vincent de Paul Winter and Christmas appeals.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards

Staff members are committed to continuous improvement of teaching and learning in all Curriculum Areas. As a professional learning community, the staff are highly committed to improving their practice and readily engage in professional learning. Targeted and purposeful professional learning continues to engage teachers to focus on the learning needs of all students in their class. Regular professional learning, as a staff and as individuals, allows our teachers to continue to strengthen their practice and apply new learning to increase student achievement.

The Learning Support team, led by the Principal and the Learning Support Teacher, provide support for the progress of children identified with special needs. The school uses a Response To Intervention Model (RTI) to service the needs of all children particularly children identified with additional needs. The LST and LSA's work collaboratively with class teachers and provide students with in-class support with their learning. This benefits the students as they participate in whole class explicit teaching, with tasks adjusted to meet individual needs.

The school offers a comprehensive quality education program and particular attention is given to the Creative Arts and Sport. Our Physical Education teacher continues to offer a varied program and opportunities for the students to participate in sporting events beyond the school. Our music and band teachers offer opportunities for students to engage in developing their knowledge of music and create and perform for a wider audience.

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

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## Student Performance in Tests and Examinations

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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 prerequisite 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 CSBB website or by contacting CSBB. 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, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. 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 2022.

### Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy for Diocesan Systemic Schools](#) and is aligned to the Pastoral Care Policy for Diocesan Systemic Schools and other related wellbeing policies and guidelines. All students,

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 2022.

### 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 2022.

### 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 relaunched the School Behaviour Matrix during the year with a fresh focus on an updated and newly published school resource. The digitalised poster was given



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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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2022, our Student Achievement Goal seeks that all students achieve their optimal academic results based on their diverse learning needs. To achieve this, the following Key Improvement Strategies will be implemented:

- Exploration and implementation of the new K-2 Curriculum in Maths and English.
- Exploration and implementation of the InitialLit Program in Kindergarten.
- Continue Professional Learning Meetings utilising “Quick Wins” approach utilising the analyse, plan, act and review framework.
- Review and evaluate the use of assessment tools and utilise this data to meet student learning needs.
- Leadership team to support best practice through classroom visits/feedback, co-teaching and monitoring of programs for quality.
- Exploration and implementation of the InitialLit Program in Kindergarten, Year 1 and Year 2.
- Implement the Response To Intervention (RTI) Model

work involves teachers and leaders working together in systematic way to analyse and impact professional practice to improve individual and collective results.

### Priority Key Improvements for Next Year

In 2023, our Student Achievement Goal continues to seek that all students achieve their optimal academic results based on their diverse learning needs. To achieve this, the following Key Improvement Strategies will be implemented:

- Professional Learning and implementation of the Collaborative Coaching Model with a major focus of Literacy (Writing) and a minor focus of Mathematics (Number).
- Exploration and implementation of the new

Our school's data and context points us to continue to focus on English with a particular attention on writing. However the cultural change when operating in a framework of a collaborative

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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 is usually evidenced by enrolment numbers, attendance at school events and parent forums. In 2022 there were less challenges in engaging the parent community through these traditional means as restrictions had subsided for much of the year. Parents demonstrated their engagement in school life through attendance to parent/teacher meetings and P&F meetings. 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.

Parent engagement in school events was very much appreciated and we experienced a strong response when the time came to returning to giving their time to support

There were some disappointments with the cancelling of the Year 5 Bathurst Excursion and swimming carnival at the beginning of the year. However, sports carnivals and other excursions including the Year 6 Canberra Excursion and Year 5 Leadership Camp were successful inclusions in the school calendar. These are a highlight for our students for 2022.

Our student survey showed a largely positive attitude from the students towards their peers, their teachers and their learning.

### Teacher satisfaction

The 2022 school year was a new beginning for the staff of St. Patrick's with most of the usual school structures and routines returning to daily school life. Staff have utilised newly learnt skills to continue to manage digital technologies, communicate effectively both online and in person to both parents and children using cloud-based platforms and video conferencing when required. Teachers appreciated the opportunities to collaborate with their grade



Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,111,451
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$560,501
Fees and Private Income <sup>4</sup>	\$884,606
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,035
<b>Total Income</b>	<b>\$3,557,594</b>

Recurrent and Capital Expenditure 2022	
Capital Expenditure <sup>6</sup>	\$83,255
Salaries and Related Expenses <sup>7</sup>	\$2,624,952

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