

About this report

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESAs) 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 at local school level and 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 also be obtained from the [My School website](#).



level. The older grades also participated in numerous sporting gala days with other catholic primary schools in the region.

Each grade participated with great

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

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
120	115	126	235

* 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 2024. 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 2023 was 91.63%. 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
91.40	91.70	92.10	91.00	93.00	92.50	89.70

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

development (PD) and logging Elective PD via their NESA

on teacher professional knowledge and as a result on daily teaching practice. lead to better-informed decisions, increased confidence, and improved student outcomes. By aligning teaching practices with scientific insights into learning, teachers can create more effective and efficient learning experiences for their students.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our

committed to creating a safe and supportive learning environment for our students, staff and

Teachers with the necessary skills required to integrate digital technology across all Key Learning Areas. 1:1 BYODD in Years 3-6 and 1:2 ratio in K-2 provide many opportunities for transforming the way we teach and learn.

The technology continued to be a key driver for student learning during the Covid-safe lockdown restrictions. Although a mix of physical resources with written response tasks and digital tasks being provided the use of technology to communicate allowed for a smooth transition to working from home.

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 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 in a wide range of extracurricular activities including band, chess, coding, Math's Olympiad, Math's Games and public speaking competitions.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a

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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	81%	64%
	Reading	87%	74%
	Writing	87%	66%
	Spelling	71%	69%
	Numeracy	87%	68%



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 2023.

[Complaints Handling Policy](#)

The School follows the [Complaints Management and Resolution](#)

connection, welcoming 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

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 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 Improvement

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 2023, 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 were 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 K-2 Curriculum in Maths and English.
- Exploration and implementation of the InitialLit Program in Kindergarten, Year 1 and Year 2.
- Continue Professional Learning Meetings utilising “Quick Wins” approach utilising the analyse, plan, act and review framework.
- Professional learning on and implementation of the Continuous Improvement Cycle as a tool for reflective practice of teachers.
- 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.
- Implement the Response To Intervention (RTI) Model for Learning Support across the school.

The school continued to embed a culture of continual improvement in 2023 with the introduction of a collaborative coaching initiative through CSBB. This initiative worked hand in glove with the professional learning and subsequent work already completed in 2021 and 2022 with Dr. Linda Bendikson and the CSBB Leadership through the collaborative continuous improvement cycle- utilising the analyse, plan, act and review framework.

Embedding of the Continuous Improvement Cycle as a tool for reflective practice of teachers.

Considerable professional learning is part of the Collaborative Coaching process. Extensive resources was provided for teams of teachers to meet with their Collaborative Coach on a weekly basis to analyse data, make strategic learning plans for teachers to implement that positively impact student learning outcomes. The collaborative work involved teachers and

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

Our school's data and context points us to continue to focus on English with a particular attention

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Community Satisfaction

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 em

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$2,274,443
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$601,871
Fees and Private Income ⁴	\$989,432
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,498
Total Income	\$3,867,246

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$744,944
Salaries and Related Expenses ⁷	\$3,103,989
Non-Salary Expenses ⁸	\$894,305
Total Expenditure	\$3,998,294

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.

