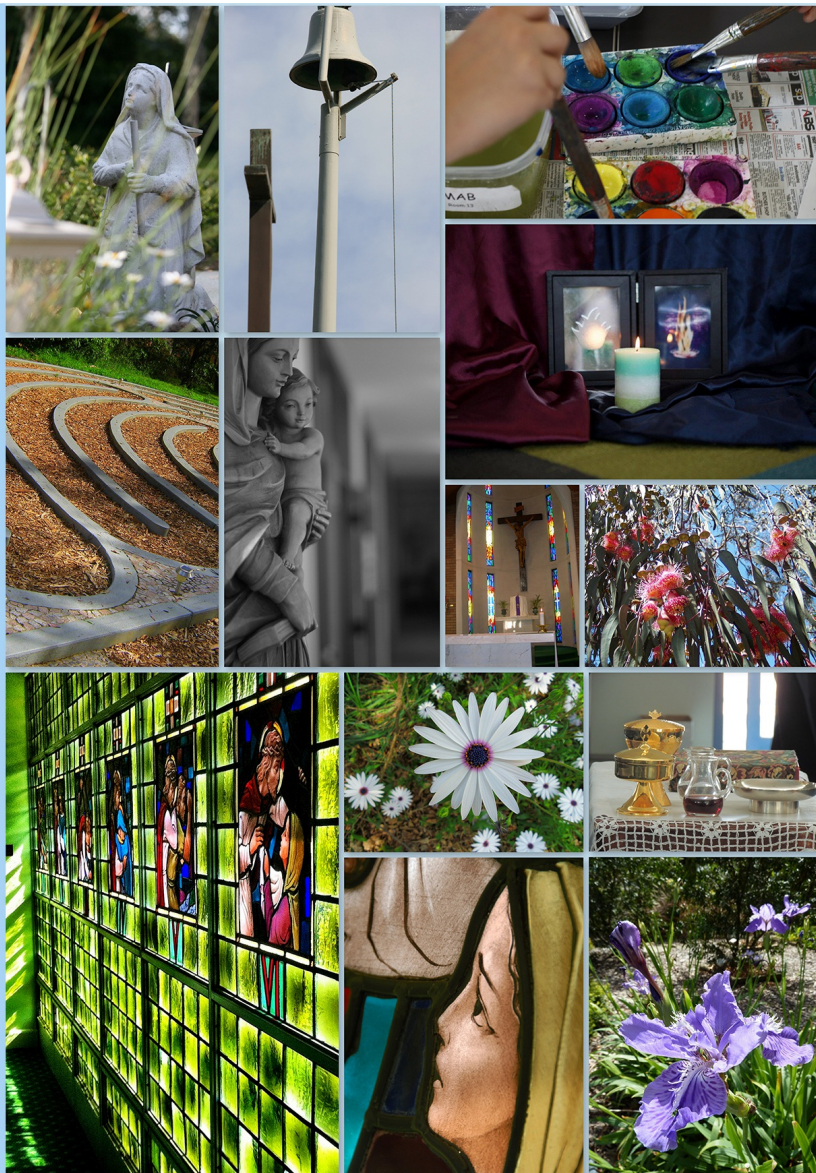


# 2015 annual school report



## St Patrick's Catholic Primary School, Asquith

PO Box 3021, Asquith 2077

Principal: Bernard Cumming

Phone: (02) 9477 3800 Fax: (02) 9476 3944

Email: [spa@dbb.catholic.edu.au](mailto:spa@dbb.catholic.edu.au)

[www.stpat.nsw.edu.au](http://www.stpat.nsw.edu.au)



---

## ABOUT THIS REPORT

---

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) 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'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. 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](#).

---

## SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

---

### **Principal's Message**

As I complete my second year as principal of this great school, I am fortunate to be working daily with such good people - students, staff, parents, clergy and parishioners. 2015 was enhanced with a number of new staff. The children continued to work to their best academically and we continue to have great support from parents. Learning was enhanced in Years 4-6 with the introduction of a Bring Your Own Designated Device (BYODD) program, with many devices available for the students' learning in the other grades.

Thank you to the Parents and Friends Association (P&F) for funds ensuring that we were able to install new playground equipment - the children love it.

2015 was a successful year for St Patrick's and I look forward to 2016 where we will continue to build a vibrant learning community.

### **Parent Body Message**

As 2015 comes to an end, I would like to thank Bernard and the staff for the great job they have done this year. Learning has occurred in many areas and in particular with the introduction of the iPads to Years 4, 5 and 6 which have been well embraced by both children and in particular parents who attended and participated in the information evenings. Any change needs time to be understood and reflected upon.

Outside the classroom, the completion of the new playground was the major P&F achievement this year and one that has taken a number of major fund raising events to achieve. However, it has been very worthwhile and the school is making the most of the new equipment.

To the parents, thank you for supporting the events / activities run by the school and the P&F. The inaugural movie night was a huge success and showed the school community is strong and positive.

We are blessed at St Pat's to have a strong and engaged community and as the demands of life ever increase, the challenge for the P&F is to continue to evolve and encourage parents to participate in all aspects of their children's learning.

### **Student Body Message**

St Patrick's 2015 was an exciting year for all students. Besides the fantastic activities in our classrooms, there were gala days, special events and excursions in all grades. Our students travelled to different parts of Sydney as part of their learning and Year 6 students participated in a leadership camp and travelled to Canberra to gain a better understanding of the development of our national capital. Year 5 had a Bathurst excursion and a leadership camp at Challenge Ranch. We commenced our BYODD in Years 4-6 and this has assisted with our learning. We had our new playground installed and everyone thinks it is great. Year 6 also performed in

*Starstruck* where they were able to showcase their talents.

Overall, 2015 was a very successful year at St Patrick's school.

---

## SECTION TWO: SCHOOL FEATURES

---

### School Features

St Patrick's Catholic Primary School Asquith, is a Catholic systemic co-educational school.

St Patrick's Catholic Primary School Asquith, is a Catholic systemic co-educational school. The 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 fourteen classes and is part of the Ku-ring-gai Chase Parish. Situated near Asquith railway station, enrolments are drawn predominantly from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah. The School enjoys an excellent reputation as a community where high quality teaching takes place and 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 and encourage Gospel values so that students and all in our community may contribute to building a better world.

---

## SECTION THREE: STUDENT PROFILE

---

### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
167	176	101	343

\* 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 2015 was 95.46 %. 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
95 %	95 %	96 %	95 %	95 %	95 %	96 %

### 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 or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO 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 [\*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System\*](#) (password required).

---

## SECTION FOUR: STAFFING PROFILE

---

### Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
25	6	31

\* This number includes 14 full-time teachers and 11 part-time teachers.

### Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	25
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Mathematics Assessment Interviews (MAI)
Day 2	Staff Spirituality Day - Pope Francis
Day 3	New History syllabus

The staff are committed to professional learning. They work collaboratively to develop the annual School Improvement Plan (SIP) and align their professional learning to achieve these goals within their classrooms and across the whole school. Staff present at regular staff meetings and attend diocesan and network professional learning opportunities.



---

## SECTION FIVE: MISSION

---

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

St Patrick's is a small and personal Catholic community where a great spirit of love, support and care is central to our identity. St Patrick's explicitly teaches Religious Education and provides positive and engaging experiences in Religious Education which fosters the faith development of our students and strengthens their relationship with Jesus.

Our school forms part of the Ku-ring-gai Chase Catholic Parish (with St Bernard's at Berowra Heights) in the Diocese of Broken Bay. At St Patrick's we have a rich sense of tradition and mission based on our Mercy Foundations. St Patrick's was established in 1958 by the Sisters of Mercy. The Mercy tradition of nurturing and educating has been carried on by various lay principals, the current being Bernard Cumming. The Mercy Charism is embedded in many school learning and mission related activities. Students are encouraged to live out the school vision and mission statement. This is evident in the Mercy Action Group (MAG) and *The Dish*, where families in the school provide meals to the local homeless community. The children in our MAG are actively involved in this as they prepare menus, collect ingredients and prepare and cook the food.

At St Patrick's every child attends parish mass every week with parish masses being held on Tuesdays and Thursdays. A positive relationship continues to develop between school, parish, priest, principal and staff. Our deacon continues weekly class visits where he provides information to the students about the liturgical life of the Church.

All our classrooms reflect our Catholic identity and have a sacred space with Catholic icons including use of liturgical colours, scripture and connections with the current Religious Education modules taught.

The bond with the neighbouring parish school, St Bernard's School at Berowra Heights, has continued in 2015. Many opportunities to unite and celebrate together were sought. School leaders attended each other's opening masses and feast day celebrations. Following the diocesan North Shore cluster mass, our Year 6 children joined with the St Bernard's Year 6 children in celebrating together with a picnic lunch. Our Year 5 children joined with St Bernard's for a leadership camp in Term 4, where liturgies were celebrated together concentrating on the leadership of Jesus.

The School continued its involvement in Project Compassion, St Vincent de Paul Winter and Christmas appeals, Catholic Mission and the Mercy Candela appeal where all children learned about the importance of reaching out to others in our world who are in need.

### Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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.

In 2014 the School implemented the new NSW syllabuses for the Australian Curriculum in English and Mathematics. 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. There are many sound teaching and learning practices at the School. Consistently strong NAPLAN results and quality student work samples are testament to thorough programming, assessment that informs instruction, and high quality teaching. The work established through the School's participation in Extending Mathematical Understanding (EMU) was continued and consolidated. Two new EMU specialists were trained and were able to target two groups of at-risk Year 1 students. A further teacher was trained as an EMU leader.

Once again teachers used the Mathematics Assessment Interview (MAI) to establish student Growth Points at the beginning of the year. History was also a focus in 2015 in preparation for the 2016 implementation of the new NSW History syllabus for the Australian Curriculum. Professional learning focusing on the content and scope of this new syllabus has been extensively undertaken. In addition to developing a new scope and sequence, teachers have been engaged in designing units of work that meet the outcomes and organisation of this syllabus. Consolidation of the implementation of Mathematics, English and Science & Technology syllabuses has been ongoing. The School has a strong focus on incorporating Information, Communication and Learning Technologies (ICLT) to support learning. Every classroom is well equipped with interactive whiteboards (IWBs) and various digital devices. The School has researched the use of iPads in primary schools and implemented a one-to-one BYODD (iPad) program in Term 3 for Years 4 to 6.

## SECTION SEVEN: 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 and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	80.40 %	52.20 %	5.90 %	10.70 %
	Reading	72.50 %	48.20 %	2.00 %	11.00 %
	Writing	84.60 %	46.80 %	0.00 %	7.40 %
	Spelling	58.80 %	41.20 %	3.90 %	14.80 %
	Numeracy	57.70 %	33.50 %	5.80 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	55.80 %	35.90 %	0.00 %	16.60 %
	Reading	60.40 %	33.50 %	0.00 %	18.10 %
	Writing	44.20 %	19.10 %	0.00 %	17.60 %
	Spelling	58.20 %	32.60 %	0.00 %	15.30 %
	Numeracy	58.20 %	27.80 %	0.00 %	15.80 %

### NAPLAN Comments

Year 3:

The data provided above indicates that the percentage of students in the top 2 bands is above the Australian average for Reading, Grammar and Punctuation, Spelling, Writing and Numeracy. The percentage of students in the bottom 2 Bands is well below the Australian average in all areas.

#### Year 5:

The data provided above indicates that the percentage of students in the top 2 bands is above the Australian average for Reading, Writing, Grammar and Punctuation, Spelling and Numeracy. The percentage of students in the bottom 2 bands is below the Australian average. It is very pleasing to note that no students were deemed to be performing at or below the national minimum standard.

This data shows that the school is performing well in all areas. However, we can never rest on our laurels. The focus for the last number of years has been Numeracy. In 2016 this will move to Literacy. Whilst Literacy will be a priority, Numeracy will be in a maintenance phase, and the quality of teaching and learning in all curriculum areas will be continually monitored.

---

## SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (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. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### Anti-Bullying Policy

The School's Anti-Bullying Policy is 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, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

### Complaints and Grievances 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.

### **Initiatives Promoting Respect and Responsibility**

Through its Mercy values, the School is continually promoting the respect and responsibility that each member of the community should have for self and each other. This is lived out in many ways including through the School's involvement in *The Dish* where students and parents prepare meals at school and then parents distribute them to the homeless on their rostered evening. Through this and other outreach programs, students and parents respect the dignity of the individual and our responsibility to share and support those in less fortunate circumstances. Students are continually reminded of and acknowledged for their good manners, thoughtfulness and willingness to offer their services in helping others.

---

## SECTION NINE: 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 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.

### Key Improvements Achieved

During 2015, the Strategic Improvement Plans for St Patrick's School included:

#### CATHOLIC LIFE AND MISSION

Improving student engagement and achievement in Religious Education - with a focus on rich learning experiences: the staff participated in a number of twilight sessions looking at creative teaching strategies in RE. This new knowledge was transferred into our daily RE lessons.

#### TEACHING AND LEARNING

Improving student engagement and achievement in Mathematics - with a focus on Number: the staff spent many professional learning sessions analysing their teaching of Number with new strategies implemented.

#### PASTORAL CARE

Improving student wellbeing - with a focus on social and emotional learning (SEL): this component of *KidsMatter* is a flexible whole school approach to children's health and wellbeing which is embedded into the curriculum and reinforced through the school environment. The children and staff enjoyed a wellbeing week each term which was a week with no meetings for the staff and no homework for the children.

### Priority Key Improvements for Next Year

In 2016, in the area of Catholic Life and Mission, the school is adopting the Diocesan focus on the words of Pope Francis and the Jubilee Year of Mercy. In the area of teaching and learning, the school will continue professional learning based on Extending Mathematical Understanding, enhancing understanding of the new History and Geography syllabuses, and looking at reading within the the area of English. In the area of Pastoral Care, St Patrick's will continue to look at student wellbeing, focusing on social and emotional learning.



---

## SECTION TEN: 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**

During 2015, parents indicated strong support for the school. This was evident in their involvement in and attendance at functions such as Mother's day liturgy and breakfast, Father's day prayer and breakfast, and Grandparent's day liturgy and morning tea, to name a few. There was also high attendance at the school swimming and athletics carnivals.

'Men in the Morning' continues to increase in the number of dads involved and the inaugural movie night was very successful and well supported by the parent community.

### **Student Satisfaction**

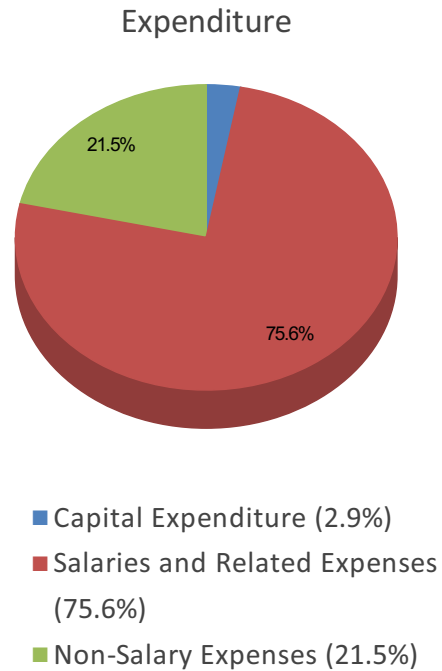
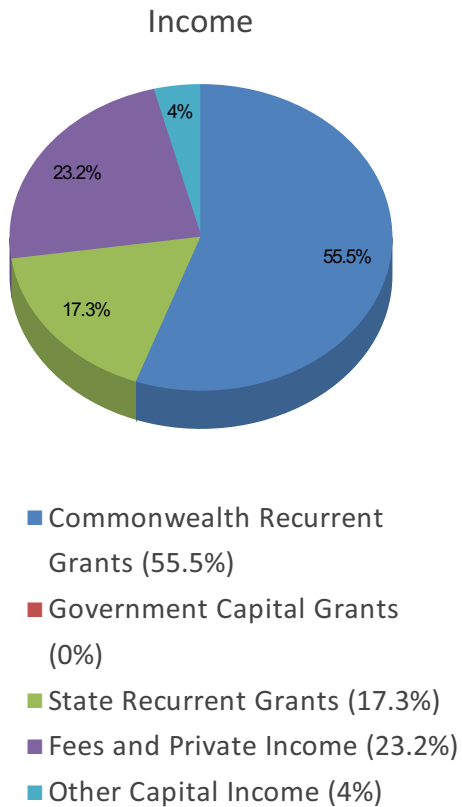
The students have been involved in many different educational activities. All classes participated in a grade excursion. Year 5 spent two days enjoying an excursion in Bathurst whilst the Year 6 classes participated in a three day excursion to Canberra. In 2015 our Year 5 students (school leaders for 2016) participated in a two day leadership camp. The student response to these days was overwhelmingly positive and they felt the days gave them opportunities to see other students as leaders. The Mercy Action Group (MAG) students continued their involvement in preparing meals for The Dish.

### **Teacher Satisfaction**

Anecdotally, teachers reported high levels of satisfaction in the school with teachers expressing pride in their commitment to working as a team for the benefit of each student. They also value pastoral care and professionalism in their teaching and learning environment. There is a strong partnership with parents which is beneficial to working successfully to improve learning outcomes. The school's core business of teaching and learning is supported with opportunities for staff to undertake professional learning.

## SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School 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	
Commonwealth Recurrent Grants	\$2,222,436
Government Capital Grants	\$0
State Recurrent Grants	\$691,280
Fees and Private Income	\$931,441
Other Capital Income	\$161,598
<b>Total Income</b>	<b>\$4,006,755</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$104,736
Salaries and Related Expenses	\$2,743,987
Non-Salary Expenses	\$778,712
<b>Total Expenditure</b>	<b>\$3,627,434</b>