



2016 ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School,
Asquith

PO Box 3021, Asquith 2077

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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

This annual report provides the school with an opportunity to outline the achievements and initiatives that have occurred during 2016. Professional learning that enhances the teaching and learning journey has been a major priority, particularly in English, with an emphasis on writing. We have a skilled and professional team of teachers who challenge the children to deepen their knowledge, skills and talents through a stimulating, contemporary curriculum. The children use technologies to enhance and accelerate their learning.

The Parish clergy have again been supportive of all that happens at St Patrick's and they are an integral part of our community.

We cannot function without the parent body: the school works in partnership with parents and carers for the betterment of our children. Thank you to the great parents and carers who do so much for our school. This was particularly evident as we held another successful fete this year.

Finally, we are fortunate to have such lovely children at St Patrick's. They are a credit to their families and make the school the wonderful place that it is.

Parent Body Message

2016 saw a new dynamic with the appointment of co-presidents to the Parents and Friends Association (P&F). The P&F would like to thank the principal for doing such a wonderful job this year and the staff, both new and existing, for making the school year run seamlessly.

Some wonderful annual events were hosted this year including *Men in the Morning*, the *Green and Gold social* for St Patrick's parents, Mother's and Father's Day mornings, the very popular Grandparents' Day and our Welcome BBQ which saw a record number of attendees.

A new initiative offered by the P&F has been the introduction of parent/teacher meet and greets. These fully catered events have given the opportunity for both parents and teachers to get to know each other in an informal, relaxed environment. Other new initiatives included lunch order days, daytime P&F meetings, Melbourne Cup festivities and online banking initiatives.

Another very successful St Patrick's fete was held, raising a substantial amount which will go toward the purchase of items to benefit the children at St Patrick's. Comments included, "This was the best fete ever!"

Student Body Message

We began 2016 with our opening School Mass focusing on the theme of the Year of Mercy. Our New Kindergarten students were welcomed to the school and quickly settled into the routine of life at St Patrick's. Our Mercy Action Group (MAG) has had an active year, cooking and distributing for the food van, known as *The Dish*, as well as running a *Super Soup Day* where all money made was donated to charity. The swimming carnival was very successful, with many

children participating. This year we had a day to give thanks to our mothers at Mother's Day, fathers on Father's Day and a day dedicated to our grandparents on Grandparents' Day. We had a very successful fete day where we raised a lot of money for our school. We all contributed to make the day a fantastic one. Once a term the school takes part in wellbeing week where each day of that week is given a theme to represent taking time out to be with our families and to de-stress. At St Patrick's we all participated in the athletics carnival, where each student participates and strives to do their personal best. St Patrick's is a great school for learning and having fun.

SECTION TWO: SCHOOL FEATURES

School Features

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 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
159	166	101	325

* 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 2016 was 94.79 %. 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 %	96 %	94 %	95 %	94 %

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 [*Procedures 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 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
26	5	31

* This number includes 12 full-time teachers and 14 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.	26
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	Pope Francis and the Jubilee Year of Mercy
Day 2	English - Literacy strategies
Day 3	Geography - Understanding the new syllabus

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “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 faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. 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 learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus and making the world a better place.

The school community lives by the Gospel values that the Sisters of Mercy emphasise, known as the Mercy values. The Mercy Action Group (MAG) is a group of students who lead social justice activities in the school under the banner of the Mercy values. The MAG and their parents have led the work with *The Dish* whereby food is taken to homeless people from the Hornsby region. We focused in 2016 on making learning about social justice a reality in children's lives. During the Project Compassion campaign, children were asked to carry out actions that made them think about marginalised people as part of their fundraising. Children have also supported the St Vincent De Paul Society, the Mercy Mission in Candela Peru and Catholic Mission.

This year in the Jubilee Year of Mercy, the school has also captured Pope Francis’ call to live merciful lives. The staff and many parents have experienced opportunities to reflect on the text *Rivers of Mercy, Streams of Joy* published by the Catholic Schools Office which explores the many ways that mercy is manifested in our lives.

The spirituality of the community is central to our existence. Parent reflection mornings have been held every term during which parents have explored the gifts of compassion, mercy and motherhood; and water of life. The staff have experienced spirituality through teaching as Eucharist, reflective prayer using the Ignatian *Examen*, the sacred reading of the scriptures using *Lectio Divina* and the sacred seeing of the scriptures using art (*Visio Divina*). Staff members also joined other schools at Canisius College for professional learning and spirituality about the Year of Mercy in May.

The community of St Patrick’s participates in a vibrant liturgical life. Children celebrate special masses for key liturgical feast days. This year, after the celebration of mass for St Patrick’s Day,

the MAG was commissioned by Sister Maureen Shakeshaft, a Mercy sister and previous teacher at St Patrick's. The rest of the day was spent learning about the mission of St Patrick and our Irish heritage. On Holy Thursday, the children presented the story of Holy Week, through a dramatic performance, in the church. The children have the opportunity to experience the sacrament of Reconciliation regularly.

St Patrick's School has a strong relationship with our parish community, the Kuring-gai Chase Parish. Deacon Kevin Hale comes to classes and talks with children once each term. Children celebrate the sacraments and many liturgical experiences within the parish.

The Catholic identity of the school is obvious through the symbols of faith in the school environment as well as through the school prayer, school song and the actions of faith and discipleship of many members of the school community.

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.

During 2016 teachers were involved in a number of curriculum initiatives. Teachers unpacked, implemented and programmed the curriculum from new syllabus documents in History and Geography.

Initially implemented in 2014 and 2015, teachers refined and improved units of work to ensure quality teaching and learning in the areas of English, Mathematics and Science and Technology.

There was a commitment to the training of a further EMU specialist teacher, who then work-shopped with Kindergarten parents to deepen understanding of effective practice in Mathematical education. There was a whole school commitment to both conducting and analysing the Mathematics Assessment Interview (MAI) with teachers increasing their understanding of how to use the resulting data to inform teaching.

The teachers further developed their knowledge with professional learning in Information Technology - this is an ongoing priority for the school.

The school curriculum is differentiated to best meet the individual needs of all students. The learning support team and CSO Education Officers work closely with classroom teachers in providing high quality support and assistance to children with special needs and learning difficulties. A counsellor is available to all students.

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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	77.55 %	52.50 %	2.04 %	9.60 %
	Reading	73.47 %	49.40 %	6.12 %	11.50 %
	Writing	81.63 %	48.80 %	2.04 %	6.20 %
	Spelling	71.43 %	46.40 %	6.12 %	12.40 %
	Numeracy	60.00 %	35.60 %	8.00 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	67.39 %	36.30 %	2.17 %	15.00 %
	Reading	63.04 %	35.30 %	2.17 %	15.50 %
	Writing	28.26 %	17.20 %	6.52 %	18.10 %
	Spelling	41.30 %	29.80 %	4.35 %	17.20 %
	Numeracy	45.65 %	28.30 %	4.35 %	16.50 %

NAPLAN Comments

Students in Years 3 and 5 sat the National Assessment Program - Literacy and Numeracy

(NAPLAN) in May this year. Analysis of these results assists school planning and is used to support teaching and learning, along with other assessments that teachers use throughout the year.

As can be seen from this data, the percentage of students placed in the top two NAPLAN bands was higher than the national figure across both Year 3 and Year 5. Similarly, the percentage of students placed in the lower two bands is lower than the national rate. While well above the national rate, Year 5 Writing is an area where further improvement is required.

It is pleasing to note on the My School website that in Reading from Year 3 to Year 5, the learning gain of students at St Patrick's was higher than that of students in schools with similar students (statistically similar schools), and higher than students with the same starting score. The school will target similarly strong learning gains in 2017 in Reading, Writing and Mathematics.

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 others.

The school is involved with *The Dish*, an initiative between local churches and schools to care for the homeless in the area. Students and parents prepare meals, at school, and then parents distribute these meals to the homeless on their rostered evening. Through this and other outreach programs, students and parents respect the dignity of the individual and become more aware of our responsibility to share with and support those in less fortunate circumstances.

The school also promotes the work of the Sisters of Mercy in helping the poor in the shanty town of Candela in Lima, Peru. The families of the shanty town are among the poorest in Peru. As this area has one of the highest unemployment rates in the city and there are no social security benefits, families struggle to survive. As a way of providing income to support their families, the women in this community have been encouraged to make handicrafts. The St Patrick's students purchase these goods and all money raised goes directly to the Candela women who have made the articles. This money is used by the women to buy basic necessities such as food, blankets, clothing and medicines for their families.

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 2016, the School Improvement Plan 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.

Achievements toward this goal included staff participating in a number of twilight sessions looking at creative teaching strategies in RE. This new knowledge was transferred into daily RE lessons.

TEACHING AND LEARNING: Improving student engagement and achievement in Mathematics with a focus on Number.

Achievements toward this goal included staff spending many professional learning sessions analysing and reflecting upon their teaching of Number and collaborating with peers to identify and implement new teaching strategies.

PASTORAL CARE: Improving student wellbeing with a focus on social and emotional learning (SEL).

Achievements toward this goal included a focus on the *KidsMatter* component of a flexible whole school approach to children's health and wellbeing, 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 students.

Priority Key Improvements for Next Year

In 2017, 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 the understanding of the new History and Geography syllabuses, and collaborating to improve the quality of how writing is taught and learned in the English program. 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

The parents of St Patrick's have a strong sense of belonging and connectedness to the school. The parents are regularly present at sporting events, special celebrations and religious celebrations, throughout the year. The families of St Patrick's have benefited from the support of the pastoral care, spiritual and educational opportunities that have been provided. The parents also identified the importance of relationships evident between staff and their children. Teachers were deemed as having a positive and encouraging attitude and valuing the importance of relationships and partnerships between school and home. Parents valued the high expectations set for all students and the welcoming and encouraging nature of the school.

Student Satisfaction

The students of St Patrick's feel that they are valued, respected and treated fairly and equally. The students identified that they are encouraged to try their best, whether it be academically, socially or on the sporting field. They value their friendships, the opportunities they have outside the classroom including sporting and extra-curricular activities, the learning and their teachers. The students also identified that they felt privileged to have wonderful facilities such as our new playground equipment and the CLiC. The students of St Patrick's are positive and compassionate young people.

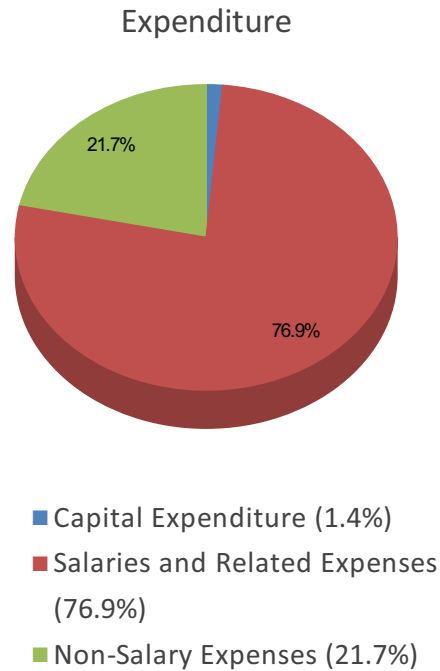
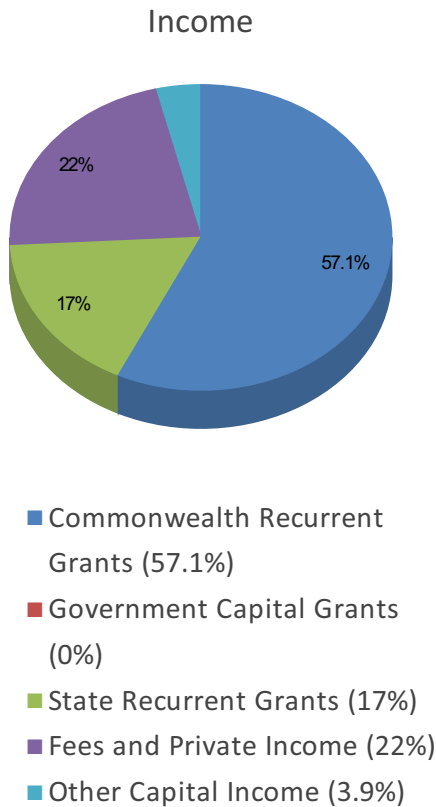
Teacher Satisfaction

The staff at St Patrick's identify that building and maintaining positive relationships with each other, parents, students and the wider community is highly valued and important. The staff feel that they are valued and supported in their learning, professional development and teaching and are encouraged to broaden and strengthen their knowledge and practice. Professional Learning has been at the forefront, especially in English, History, Geography and ICLT. Staff have also been involved in learning conversations, involving the ESL teacher and the Learning Support teacher. These conversations enable teachers to analyse their individual student's needs and plan learning experiences that will foster continued progress.

Early Career teachers are also provided with a teacher mentor who offers guidance and support. The staff continue to work collaboratively with each other and value the importance of continual learning and strong relationships.

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	\$2,127,836
Government Capital Grants	\$0
State Recurrent Grants	\$633,678
Fees and Private Income	\$820,505
Other Capital Income	\$143,609
Total Income	\$3,733,459

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$49,710
Salaries and Related Expenses	\$2,770,769
Non-Salary Expenses	\$781,667
Total Expenditure	\$3,602,147