

2017 Annual School Report

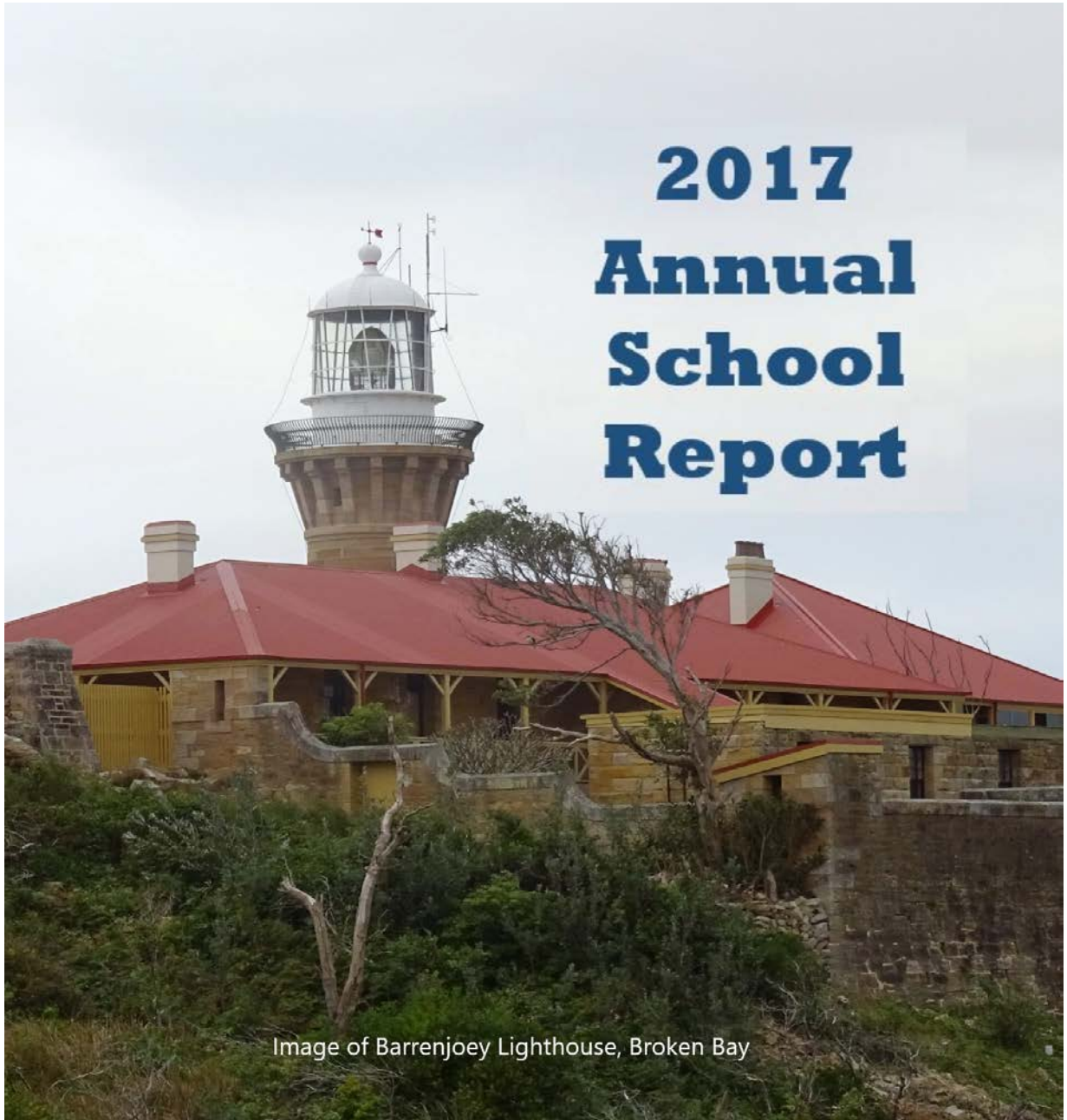


Image of Barrenjoey Lighthouse, Broken Bay



St Patrick's Catholic Primary School, Asquith

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ABOUT THIS REPORT

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) 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

St. Patrick's Catholic School continues to provide quality Catholic education within the Kuringai Chase Catholic Parish. Our school is committed to ensuring that all children have access to quality teaching and learning opportunities that promote mastery of a broad range of skills and knowledge. Driving our school is the belief that students and their learning is at the centre of all that we do. The children use technologies to enhance and accelerate their learning, to prepare them for a 21st century world.

Father Shaju and Father Shiju have again been supportive of all that happens at St Patrick's and they are an integral part of our community.

The school works in partnership with parents and carers. Thank you to the wonderful parents and carers who do so much for our school. This was evident in the many fundraisers for our school.

Finally, St Patrick's Catholic School is fortunate to have such delightful children. They are a credit to their families and they continue to make the school the wonderful place that it is.

Parent Body Message

2017 saw us continue with our co-presidency of the Parents and Friends Association (P&F). The P&F would like to thank the principal and staff for doing such a wonderful job this year. Some annual events hosted this year were 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. Other initiatives were lunch order days (run by year groups), daytime P&F meetings, Melbourne Cup festivities and online banking. We also helped facilitate the introduction of a lunch order service. This is now available twice per week. This service is proving very popular. With the introduction of the Qkr payment system our parents have provided us with positive feedback that ordering for school events including lunch orders, has become easier. This year saw St Patrick's host their first ever social trivia night. The night was very well attended and there was great camaraderie amongst our parents. Our focus for 2017 was to engage parents with more social events. We have achieved this and have seen our wonderful community spirit enhanced and embraced here at St Patrick's.

Student Body Message

2017 was a positive year for students and teachers. All students participated in Masses and liturgies. The Mercy Action Group participated in the 'The Dish', where they helped others who are less fortunate than us. Each class participated in the Vinnies' winter and Christmas collections and our band also performed for others in our community. The Movie night was a successful event and was a great night. A positive change to the school was introducing lunch orders and air conditioning the hall.

Wellbeing is in its fourth year and is still going strong. Students enjoyed no homework, teachers enjoyed no meetings and parents enjoyed the coffee van. The annual school disco was a huge hit too.

We had our opening and end of year masses, where we introduced the New Year sixes and leaders. The P&F also dedicated their time towards hosting a welcome BBQ at the beginning of the year, then the school performed in another great Christmas concert.

Our school also celebrated feast days, and the amazing book week with our costumes. We have many more fun activities to be thankful for. We really enjoyed 2017 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 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 predominately from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah.

The School enjoys an excellent reputation as a community of high quality learning and teaching 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.

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 2017. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
153	173	112	326

* 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 2017 was 94.45 %. 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
94 %	95 %	94 %	95 %	95 %	93 %	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 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](#). The following information describes the staffing profile for 2017:

Total number of teaching staff by NESA category	25
Category (i): those having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	25
Category (ii): having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications	0
Total number of staff	31
Number of full time teaching staff	14
Number of part time teaching staff	11
Number of non-teaching staff	6

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 Analysis
Day 2	Staff Spirituality Day - St Patrick's Catholic School - School Vision and Mission
Day 3	Effective Writing Practices Facilitated by Sheena Cameron & Louise Dempsey

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 the Catholic faith. The School provides 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.

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.

Faith formation opportunities 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.

This year our school vision statement was reviewed so we could articulate what it is we do at St Patrick's. After collaboration with staff and students the following statement was formed. "St Patrick's is a faith filled community living and learning in Jesus' love"

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. This year the wider community were invited to assist with an overwhelming response of parents and children adding to the initiative. During the Project Compassion campaign, children contributed funds through small amounts to work towards a common goal. Children have also supported the St Vincent De Paul Society through winter appeal and soup day, the Mercy Mission in Candela Peru and Catholic Mission. The introduction of "Socktober" this year was relevant as students raised funds and awareness for Sr Mary in Uganda who was aiming to buy an ambulance to transport women to hospital. They linked this with prayer and liturgy by presenting the funds at the Mission Mass.

The staff and many parents have experienced opportunities to reflect on "Walking the Way – inspiration for the journey as we walk with our children" published by the Catholic Schools Office which explores the many ways that we can accompany our children on their journey with God. The spirituality of the community is central to our existence. Parent reflection mornings have been held every term during which parents have explored various themes in the publication such as accompaniment and gratitude.

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 Pat Barton, 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. Our end of Year celebration was special as one student from each class was awarded a Mercy award for consistently demonstrating the Mercy values. Sister Jennifer Bailey attended this Mass and presented the award and spoke to the children of these important values.

Primary Curriculum

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

During 2017 teachers were involved in a number of curriculum initiatives. Teachers continue to become familiar with the 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 two further EMU specialist teacher, who then workshopped with Kindergarten parents to deepen understanding of effective practice in Mathematical education. The school has a good number of teachers, who have been trained as EMU specialists, leading a large number of intervention groups.

To further develop Literacy skills, the teachers attended a workshop day facilitated by Sheena Cameron and Louise Dempsey, well-known educationalists in this area. Skills learnt on this day were woven into classroom practice.

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

Each year, the School attends a Curriculum Focus Day (CFD) along with other schools in the Diocese. These days are very beneficial and engage teachers in discussion not only about regulatory requirements but also about the quality of the teaching and learning experiences.

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 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68.63 %	55.50 %	3.92 %	10.50 %
	Reading	64.71 %	51.60 %	7.84 %	10.00 %
	Writing	72.00 %	44.60 %	2.00 %	7.50 %
	Spelling	49.02 %	45.60 %	13.73 %	13.10 %
	Numeracy	48.08 %	39.80 %	7.69 %	11.40 %

NAPLAN RESULTS 2017		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	53.49 %	34.40 %	11.63 %	17.50 %
	Reading	62.79 %	37.00 %	13.95 %	14.60 %
	Writing	25.58 %	15.80 %	2.33 %	19.40 %
	Spelling	44.19 %	34.30 %	16.28 %	14.10 %
	Numeracy	47.62 %	27.90 %	9.52 %	14.60 %

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.

Analysis of the 2017 NAPLAN data indicated a number of key strengths whilst also assisting in the identification of future directions for growth.

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 (in most areas) lower than the national rate. Year 5 Writing and Spelling are areas where further improvement is required.

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 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 create safe and supportive environments that foster positive relationships which enhance wellbeing and learning for all students. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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. There were no changes made to this policy in 2017. Note: the policy on the CSO website is the updated policy for implementation in 2018.

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, 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. Changes were made to this policy in 2017 to reflect evidence based practice and to clearly articulate roles and responsibilities of members of the school community.

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 [CSO website](#) or by contacting the CSO. There were no changes made to this policy in 2017.

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.

In 2017 the school reviewed its pastoral care policy ready to be implemented in 2018. Consultation was sort from the staff and the students.

The school continues to have a Well-being Week each term, usually in Week 7. Learning continues during this week, but with no homework for the children and no meetings after school for the teachers, It is appreciated by all members of the school community.

The school continues to be 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 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. Building on *Leading Learning* in the Learning and Teaching domain, the Diocesan *Learning Principles* guide improvement strategies toward high quality contemporary learning.

Key Improvements Achieved

During 2017, the School Improvement Plan for St Patrick's School included:

Improving student engagement via a new Pastoral Care Policy. The policy was developed after consultation with staff and students. The policy will be implemented in 2018.

Improving student engagement and achievement in English with a focus on writing strategies. Achievements towards this goal included staff spending many professional learning sessions, including a whole Staff Professional Learning Day with Sheena Cameron and Louise Dempsey, analysing and reflecting upon their teaching of Writing and collaborating with peers to identify and implement new teaching strategies. Collaboration with staff from the Catholic Schools Office was beneficial to this process.

Improving student wellbeing with a focus on social and emotional learning (SEL). We are constantly looking at ways to incorporate SEL into all we do at St Patrick's. 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 2018 the School Improvement Goals are:

To improve student engagement and achievement in Religious Education with a focus on Scripture

To improve student engagement and achievement in English with a focus on writing strategies

To improve student wellbeing with a focus on social and emotional learning (SEL)

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 2017, parents again 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. 'Men in the Morning' continues to increase in popularity. There was also high attendance at the school swimming and athletics carnivals.

The school held its second outdoor Movie Night in October which was well supported and enjoyed by the parent body.

A lunch order service twice a week was introduced which was welcomed by the parents and popular with the children.

An inaugural Trivia Night was held with great success, with another planned for 2018.

Student Satisfaction

The students have been involved in many different educational activities. All classes participated in a grade excursion. Book Week continues to be enjoyed by the children as they dress up as their favourite book character. Year 5 spent two days enjoying an excursion in Bathurst whilst the Year 6 classes participated in a three day excursion to Canberra. Also, In November, our Year 5 students (school leaders for 2018) participated in a two day leadership camp at Myuna Bay Sport and Recreation Centre at Lake Macquarie. . The student response to this Leadership Camp 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

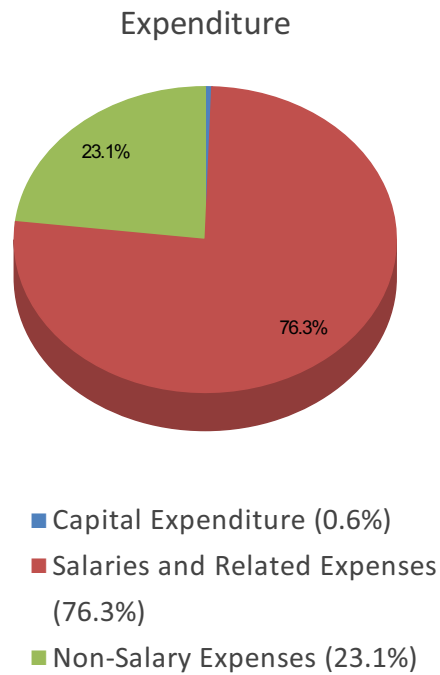
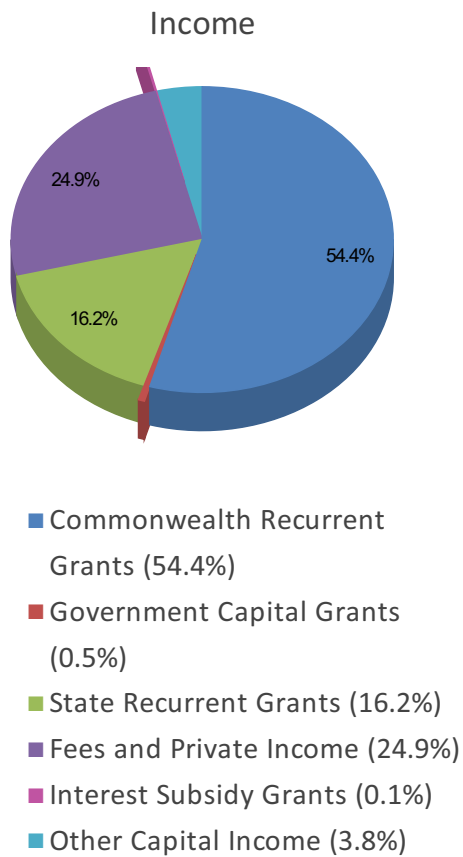
The staff at St Patrick's identify that building and maintaining positive relationships with each other, parents, students and the wider community is highly valued and important.

All staff are involved with our Early Career Teachers (ECT) , either as a an ECT or as a mentor. This model was identified as a strength, with staff from the Catholic Schools Office (CSO) complimenting the school and using our school as a model for other schools.

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 NESAs 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	\$2,116,745
Government Capital Grants	\$19,820
State Recurrent Grants	\$629,775
Fees and Private Income	\$968,982
Interest Subsidy Grants	\$5,518
Other Capital Income	\$148,664
Total Income	\$3,889,504

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$20,681
Salaries and Related Expenses	\$2,832,397
Non-Salary Expenses	\$858,908
Total Expenditure	\$3,711,986