

# 2018 Annual School Report



## St Patrick's Catholic Primary School, Asquith

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## ABOUT THIS REPORT

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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](#).

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

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### **Principal's Message**

2018 was another busy but highly successful year in the history of St Patrick's. The community has been both active and productive with student learning in our Catholic context being a central focus in 2018. A highlight was the celebration of 60 years of quality Catholic education at St Patrick's. This was acknowledged with a concelebrated Pontifical Mass on St Patrick's Day. We welcomed a number of Sisters of Mercy who had taught here in the 1950s, 1960s and 1970s.

The year consisted of a myriad of events both within and outside the classroom. We again held our biennial fete which was the result of many coming together to plan an outstanding event. A great day was had by all!

It is with great pride that I introduce the 2018 Annual Report to you – I hope it provides a snapshot of life at St Patrick's – and gives some sense of the dynamic and supportive culture that characterises our community.

### **Parent Body Message**

The Parents and Friends Association (P&F) would like to thank the principal and staff for a wonderful job through the year. Some annual events hosted this year were Men in the Morning, the Green & Gold social for St Patrick's parents, Mother's and Father's Day mornings, Grandparents' Day and our Welcome BBQ. Other initiatives were lunch order days, daytime P&F meetings and Melbourne Cup festivities. 2018 hosted a very successful St Patrick's fete, raising a substantial amount, going towards the purchase of classroom & learning resources to benefit the children at St Patrick's.

A strong focus from the P&F this year was on improving parent engagement across the school community. The roll-out of a new software platform to support and improve communication and engagement was started.

The P&F looks forward to continued changes in the years ahead, working in partnership with the School leadership team to build a resilient "future ready" St. Pat's community.

## **Student Body Message**

We began 2018 with a beautiful opening Mass welcoming all our new kindergartens and school families. This year was a special year for the St Patrick's community as we came together to celebrate its 60th Anniversary on the 17th March. Bishop Peter presided over a beautiful Mass in our playground where Sisters of Mercy attended and many past students and families. Our school was even congratulated on our anniversary in State Parliament from our local state member for Hornsby and Minister for Innovation and Better Regulation, Matt Kean. In August, we as a community came together for 'Fiver for a Farmer' to help our struggling farmers in need due to the devastating drought affecting most of Australia. Our giving, generous spirit once again shone through with all classes participating. The fete was also on this year and we enjoyed every second being at the fete with friends. I personally enjoyed the chocolate toss. The fete also had really fun rides that I enjoyed with my family and friends.

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## SECTION TWO: SCHOOL FEATURES

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### 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. 2018 marked sixty years since St Patrick's was established.

The School caters for students from Kindergarten to Year 6 (K-6) across thirteen classes and is part of the Ku-ring-gai Chase Parish. Situated near Asquith railway station, enrolments are drawn predominately from the local areas of Asquith, Hornsby Heights, Hornsby and Mt Colah.

The School enjoys an excellent reputation as a community with high quality learning and teaching practices where students are encouraged to take responsibility for their own learning in an environment of support, nurture and partnership with parents. We strive to model Gospel values for our children and all in our community so that each may contribute to building a better world.

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## SECTION THREE: STUDENT PROFILE

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### Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
135	165	118	300

\* 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 2018 was 94.41 %. 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 %	94 %	93 %	95 %	95 %	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).

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## SECTION FOUR: STAFFING PROFILE

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### Staffing Profile

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESAs. Effective from October 2007, the minimum qualification for a teacher in a systemic school in the Diocese of Broken Bay is a four year teaching degree.

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the [NSW Teacher Accreditation Act 2004](#). Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows: Conditional 30 teachers; Provisional 60 teachers; Proficient 1,303 teachers. Additionally, there are approximately 25 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

The following information describes the staffing profile for 2018:

Teaching staff breakdown at this School	Number
<b>Total number of staff</b>	28
Number of full time teaching staff	14
Number of part time teaching staff	10
Number of non-teaching staff	4

### 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.

<b>Day 1</b>	Continuing Effective Writing Practices with Sheena Cameron & Louise Dempsey
<b>Day 2</b>	Creative Teaching Strategies in Religious Education
<b>Day 3</b>	Implementation of the new Science and Technology Syllabus



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## SECTION FIVE: MISSION

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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 St Patrick's celebrated its 60 year anniversary. On St Patrick's Day, March 17th, the community came together for a Mass concelebrated by Bishop Peter Comensolli to mark the anniversary. In attendance at the Mass were Sister Pat Barton, Sister Monica Raper, Sister Miriam Greech and Sister Maureen Shakeshaft. It was an honour to have the Sisters in attendance to give credit to the Mercy Values they implanted in our school that still carry on today in many ways.

The Mass was followed by a community BBQ and a well received memorabilia display in the hall with photos and objects that captured the heart of the school and the Catholic Values that have been carried on over the last 60 years. The sporting banners with Mercy related names and the Project Compassion display were some examples of how the values are lived out each year.

Later in the year an honour board with all past Principal's names was donated to the school by the current Year 6 families, as a farewell gift. A liturgy was held to 'reveal' the board and Sister Ellen Cahill, Sister Monica Raper, and Sister Miriam Greech returned to join us for this occasion.

This year St Patrick's school dedicated professional learning to the staff to ensure engaging and creative teaching strategies were being used in all classrooms in the area of Religious Education, particularly related to Scripture. Our teachers have given students the opportunity to engage with Scripture at a deep level and make meaning from the text to enable them to live out the Gospel values that the Mercy Sisters began.

The spirituality of the community is central to our existence. This year is also the Year of the Youth and during the Year we had a prayer service while the Year of the Youth Cross was in our School and Parish. During Holy Week 14 Stations were set up around the school and each class presented a Station of the Cross, finishing as a whole school at the 14th station.

Parent reflection mornings have been held every term, during which parents have explored various Scripture passages and ways they can support their own children in engaging with scripture.

The community of St Patrick's participates in a vibrant liturgical life. Children celebrate special Masses for key liturgical feast days. 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.

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## SECTION SIX: CURRICULUM, LEARNING AND TEACHING

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### **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.

The teaching and learning focus in 2018 has been to maintain an educational focus on Literacy. Literacy coaches have been working on consolidating the skills and knowledge of staff, with a particular focus on writing. The literacy coaches have worked alongside teachers in their classrooms and provided extensive professional development. Much work has been done on the analysis of writing samples to improve writing skills in students, as well as overall growth in literacy skills.

Professional learning has been purposeful and targeted towards the learning needs of staff and students. Such professional learning sessions took the form of staff meetings, half-day professional learning blocks, grade meetings and staff development days. Classroom support was provided through modelling specific strategies, co-planning lessons, providing advice and guidance, deconstructing lessons and analysing and providing critical feedback.

The School continued to use the principles of Extending Mathematical Understanding (EMU) with all students across K-6 completing the Mathematical Assessment Interview (MAI) to enable teachers to target instruction at the student's point of need. The aim of this approach to Mathematics is to ensure all students have a solid conceptual understanding of number including counting, place value, addition and subtraction and multiplication and division.

We now have more than half the staff as trained Early Years EMU specialists. The EMU intervention groups continued in 2018 with mathematically vulnerable students in Year 1 and Year 2 receiving support to improve conceptual understanding in the number strand. Teachers' pedagogical practices and Mathematics programs reflected the implementation of successful EMU interventions across Kindergarten to Year 6 to further consolidate and improve student learning outcomes.

Another curriculum initiative in 2018 was the professional learning around the new Science and Technology syllabus, due for implementation in 2019. The staff spent the time unpacking the syllabus and identifying opportunities in the curriculum for the implementation of digital technology. 2019 Term 1 Programs were developed where the focus is on responsible use of technology and coding. During our staff development day, our skilled staff presented workshops where all staff were able to engage with robotics and coding applications.

The School continued to offer a variety of extracurricular learning opportunities for all students. These included: School choir, school band, public speaking competition for Year 1-6, gifted and/or talented programs including the Maths Olympiad and Maths games, chess club, coding and individual sports, as well as cross country, athletics and swimming carnivals.

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## SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

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### 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 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	85.71 %	53.20 %	0.00 %	8.60 %
	Writing	62.86 %	41.90 %	2.86 %	10.00 %
	Spelling	74.29 %	46.60 %	5.71 %	12.50 %
	Grammar	85.71 %	53.10 %	2.86 %	11.00 %
	Numeracy	77.14 %	39.20 %	0.00 %	11.50 %

NAPLAN RESULTS 2018		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	60.98 %	38.60 %	2.44 %	12.60 %
	Writing	21.95 %	13.70 %	4.88 %	23.40 %
	Spelling	65.85 %	34.50 %	7.32 %	13.60 %
	Grammar	48.78 %	35.50 %	14.63 %	14.30 %
	Numeracy	43.90 %	27.60 %	2.44 %	14.00 %

### **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 2018.

### **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 2018. 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 2018 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 2018.

## **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.

St Patrick's is a place where each student's individuality is valued and nurtured, where each student is encouraged to aspire and achieve his or her goals. It is a place where students can be comfortable and happy, feel safe and welcome, yet be challenged and inspired. It is a place where everyone is valued and respected for the unique skills and talents that they bring.

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.

Students are continually reminded of and acknowledged for their good manners, thoughtfulness and willingness to offer their services in helping others.

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## SECTION NINE: SCHOOL IMPROVEMENT

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Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies 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 2018, the School Improvement Plan for St Patrick's School included:

Improving student engagement via a new Pastoral Care Policy. The policy was implemented successfully this year and will be reviewed in 2019.

Improving student engagement and achievement in English with a focus on writing strategies. We were fortunate to have a Literacy Coach on staff this year, provided with funding from the CSO.

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.

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. Parent workshops on the topic of SEL were well supported by parents again this year.



### **Priority Key Improvements for Next Year**

In 2019 the School Improvement Goals are:

To improve student understanding of Scripture through the provision of engaging and higher order thinking tasks.

To improve student achievement and learner agency through authentic and targeted assessment and feedback, in all Key Learning Areas.

To improve student wellbeing by embedding the school's Pastoral Care policy across all Key Learning Areas.

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## SECTION TEN: COMMUNITY SATISFACTION

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, a variety of processes have been used to gain information about the level of satisfaction with the School from parents, students and teachers.

### **Parent Satisfaction**

Parent satisfaction is very high. Perhaps the most informative parent feedback survey used this year was the Diocesan survey, "Tell them from me". The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. We performed above the Diocesan mean in a number of areas, with our parents responding positively to the inclusive climate at our school. Our parents feel welcome and are satisfied with the level of communication keeping them informed. Our parents appreciate the many opportunities to participate in school events and acknowledge the quality of education that St Patrick's offers.

### **Student Satisfaction**

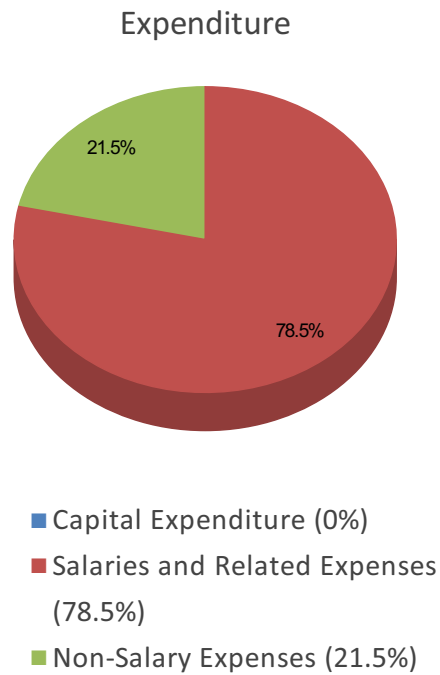
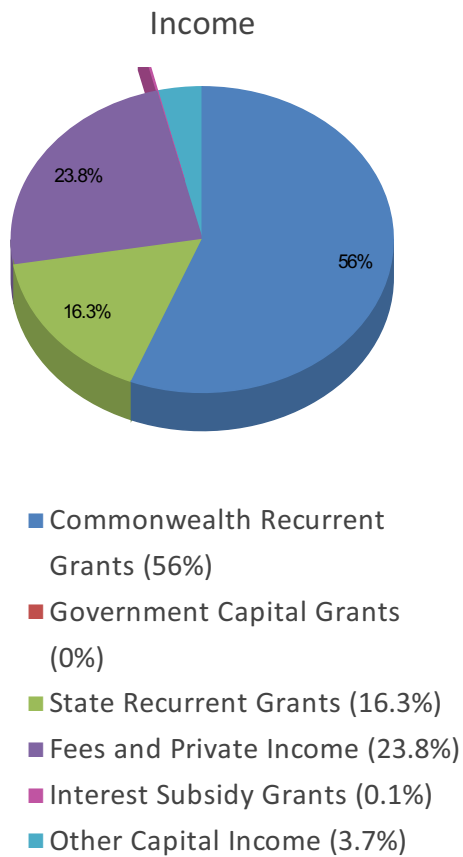
Students express a strong sense of identity with their School. The students participated in the 'Tell Them From Me' survey and responded in a positive way. They believe the quality of the education they receive is excellent and meets their needs, and they appreciate the wide range of sporting and extracurricular activities offered to them. They value the positive relationships with teachers and feel that the teachers are responsive to their needs. They indicated strongly that teachers assist their learning, value them, listen to them and respond to them if they have relationship issues. The vast majority of children responded that they like coming to school and have a positive sense of belonging.

### **Teacher Satisfaction**

The staff have a strong identity with, and loyalty to the School. They believe the School provides a quality learning environment and actively strengthens the faith life of all who attend. High levels of enthusiastic engagement with teaching and learning were indicated by teachers. They affirmed the whole school approach to quality pedagogy and the provision and use of information technologies to enrich, collaborate and share student learning. Teachers were highly engaged and valued the professional learning provided to them. They support the level of communication in the School and the contact that is encouraged with parents to maximise learning outcomes for students.

## 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	\$2,142,052
Government Capital Grants	\$0
State Recurrent Grants	\$622,265
Fees and Private Income	\$910,465
Interest Subsidy Grants	\$4,467
Other Capital Income	\$142,667
<b>Total Income</b>	<b>\$3,821,916</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$593
Salaries and Related Expenses	\$2,885,380
Non-Salary Expenses	\$790,953
<b>Total Expenditure</b>	<b>\$3,676,926</b>