



2021

ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School

1 Royston Parade, ASQUITH 2077

Principal: Mr Todd Vane-Tempest

Web: www.stpat.nsw.edu.au

About this report

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Schools Broken Bay (CSBB). CSBB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CSBB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented 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](#).

Message from key groups in our community

Principal's Message

St Patrick's Catholic School is a community committed to ensuring a welcoming and loving community that underpins each family's presence. As such we are committed to working together within a positive Catholic learning environment reflecting the gospel values in the pursuit of excellence.

As a smaller school, each child is known, valued, and cared for by our teachers and the school community. We recognise that each student is different, and as we come to know them well, we seek to teach towards their unique characteristics. We are proud of our commitment to the children's learning. We encourage our children to develop independence by taking responsibility for their own learning in an environment of support, nurturing and partnership between the teachers and parents.

St. Patrick's has a dedicated, talented and professional team of staff members, who work in partnership with a committed and active parent community to educate and care for the children at our school.

In 2021, the Diocese implemented restructuring and implementation of a new strategic model set to be achieved by 2025. A new strategic approach has been adopted which focuses on academic excellence with a particular focus on, quality English, Mathematics and Religious Education and community faith formation for mission.

For St. Patrick's has provided a wonderful opportunity to prioritise and focus on the areas that make a real difference. The school is implementing consistent school wide practices for teaching and assessing English and Mathematics and the collection and analysis of data to inform and improve learning and teaching.

To assist with School Governance, a School Advisory Team was established in 2019 which has continued through to 2021.

The 2021 school year continued to be a challenging and complex time with the continuation of the global pandemic. Learning and teaching remain the focus for the school, but the pandemic has made a challenging environment to navigate and overcome. I would like to thank the talented staff, the supportive parents, but most of all the children, who daily engage in the life of the school, and the reason why the school exists.

Parent Body Message

The 2021 P&F team was severely hampered by the Covid-19 global pandemic. The year progressed with little or no opportunity for parents to be physically present on the school site with nearly all events being postponed and then cancelled. P&F executive and the parent community met on occasion via an online digital platform. This enable parents to stay in contact and be aware of any initiatives in place.

Some events including the Swimming Carnival, School Cross-country and the occasional special lunch order Sushi Days did occur during the year and were well supported by the parent community.

One highly successful initiative was the publishing of a St. Patrick's Asquith Cookbook. Parents and children were encouraged to submit their family favourite recipes for publication in a school cookbook. This initiative took a group of dedicated parents many hours to bring together but eventuated in a magnificent book that will be treasured by families for years to come.

We are blessed at St Pat's to have fantastic teachers and parents, who work together for the betterment of our children, this creates a wonderful community. We acknowledge the school leadership and staff of St. Patrick's for their efforts to keep the school community safe and learning throughout the year.

Student Body Message

During 2021 the students of St. Patrick's were again challenged because of the Covid-19 global pandemic. The year began and finished with restrictions which included remaining in grade and stage-based cohorts. The school adapted to not having school assemblies together but oved instead to an online platform. The years also included a lengthy lockdown period during Term 3 and a large part of Term 4. This marked a period of Home-based Learning for all students, which was ably supported by their parents. Our teachers provided a mix of livestream lessons via a video conferencing platform as well as work provided via digital platforms and physical packs collected regularly form school. Parents assisted when available to support the online learning from home.

Eventually students were back at school by the middle of Term 4, but the restrictions continued in various forms throughout the year. The normal day was shortened to allow parents to pick-up children while remaining socially distant. Many of our excursions were cancelled which was a great disappointment including the Year 5 Bathurst and Leadership Camp excursions. Fortunately, the Year 6 Canberra excursion went ahead and was an overwhelming success.

During 2021 the school had many opportunities for gifted and talented students to showcase their skills in areas such as art and the STEM subjects. Selected students participated in the

Tournament of the Minds challenge, the University of NSW ICAS Assessments, a writing competition, the Prime Minister's Spelling Bee Initiative, as well as being acknowledged for outstanding artworks and having the artworks displayed throughout the school. The school also entered the Wakakirri Story through Dance and Music festival. Although this too was cancelled the school will seek to pick up where we left off in 2022.

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 eleven 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.

The school is fortunate to be situated on the same site as St Patrick's Parish Church which enables close links between the Parish School and Parish Community. Classes, Year Groups, Stage Groups and Whole School Groups are able to utilise the Parish Church in terms of Worship and Prayer Life in a most convenient, practicable and accessible way.

We highly value the important role of parents and carers have in our school community and we continue to work in partnership with them to ensure we are educating faith-filled, capable learners. We are proud of our commitment to the children's learning. We encourage our children to develop independence by taking responsibility for their own learning in an environment of support, nurturing and partnership between the teachers and parents. We recognise that each student is different, and as we come to know them well, we seek to teach towards their unique characteristics.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
136	119	137	255

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2022. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2021 was 96.31%. 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
96.50	97.05	95.52	96.66	96.25	96.02	96.14

Managing Student Non-Attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so, the School, under the leadership of the principal:

- provides a caring environment which fosters a sense of wellbeing and belonging in students
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, CSBB and the relevant Department of Education officer where appropriate.

Where a student 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. CSBB monitors each School's compliance with student attendance and management of non-attendance as part of the system's Quality Assurance and improvement 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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	25
Number of full time teaching staff	11
Number of part time teaching staff	11
Number of non-teaching staff	3

Total number of teaching staff by NESA category

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 NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished 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 Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1370 teachers
- Provisional: 91 teachers
- Conditional: 6 teacher

Additionally, there are approximately 40 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.

Professional Learning

The ongoing professional learning (PL) of each staff member is highly valued. PL can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of programs provided by CSBB. The School takes responsibility for planning, implementing, evaluating and tracking staff PL. Individual staff members take responsibility for their ongoing PL, which includes evaluating NESA Accredited professional development (PD) and logging Elective PD via their NESA account. All teachers have been involved in PL opportunities during the year related to improving student outcomes. The

following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2021 the school utilised the online communication platform to continue the professional learning agenda. The school staff embedded a cultural shift for our professional learning that involved implementing a collaborative continuous improvement cycle- utilising the analyse, plan, act and review framework. Staff Development Twilight Sessions were dedicated to this work as well as staff meetings moving from a weekly 1-hour meeting to a fortnightly 2-hour meeting that supported the continuous improvement framework.

The school leadership team also used the work done in collaboration with CSBB Leadership and an external advisor and mentor for school improvement, Dr. Linda Bendikson to strategically plan and review the strategies being implemented. Through this initiative the school used data to pinpoint areas of need and develop and implement school-wide strategies to achieve 'quick wins' through ongoing incremental achievements. This was the basis to our practical work for school improvement with a goal of making a positive and long-lasting impact on student learning.

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "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 provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

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. This includes 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. In 2021, due to Covid restrictions, some of these opportunities were limited.

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.

Our Year 5 and 6 Mercy Action Group students created opportunities for the school community to support charitable initiatives including the St. Vincent de Paul Winter and Christmas appeals.

Liturgy is central to school life and a key component to student evangelisation. Although there were limited opportunities, when we were able, we would gather to celebrate liturgy together. Covid-safe restrictions provided little opportunity to engage in parish masses or school liturgies or celebrate traditional school liturgies for Mother's and Father's Day.

We were limited to celebrations at the beginning of the school year and some heavily restricted liturgies at the end of the year. Parent inclusion was not possible at most liturgies due to not being able to be on the school site. This severely hampered the school to gather to celebrate as we would normally.

Curriculum, Learning and Teaching

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.

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In 2021, the major focus in learning and teaching was the consolidation of initiatives already commenced by the school completed School Review. This process continued with staff implementing a consistent practice across the school, particularly in the area of Literacy. A series collaborative staff meetings and staff development twilight sessions were in place to support teacher PL that involved the analysing, planning, acting and reviewing phases by teachers and school leadership. The professional learning and teaching cycles were a key strategy to support teacher PL to embed literacy strategies across classrooms.

The School has technology-rich classroom environments that focus on the enhancement and enrichment of student and teacher learning. All classrooms have Apple TV and are equipped with either an interactive whiteboard or a Smart TV. Most staff are certified trained Apple Teachers with the necessary skills required to integrate digital technology across all Key Learning Areas. 1:1 BYODD in Years 3-6 and 1:2 ratio in K-2 provide many opportunities for transforming the way we teach and learn.

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

The School continues 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 currently have 5 EMU specialists who were able to work with mathematically vulnerable students in Year 1 and Year 2.

Staff members are committed to continuous improvement of teaching and learning in all Curriculum Areas. As a professional learning community, the staff are highly committed to improving their practice and readily engage in professional learning. Targeted and purposeful professional learning continues to engage teachers to focus on the learning needs of all students in their class. Regular professional learning, as a staff and as individuals, allows our teachers to continue to strengthen their practice and apply new learning to increase student achievement.

The school offers a comprehensive quality education program and particular attention is given to the Creative Arts and Sport. Our Physical Education teacher continues to offer a varied program and opportunities for the students to participate in sporting events beyond the school. Our music and band teachers offer opportunities for students to engage in developing their knowledge of music and create and perform for a wider audience.

Our dedicated teachers are passionately committed to the wellbeing and academic achievement of all students entrusted to their care. In order to ensure we are meeting the needs of all students; we conduct weekly student review meetings for staff to come together and analyse collated data. This is valuable time to focus on specific students or notice trends and make adjustments or goals for future teaching and learning.

Students were also given the opportunity to participate in a wide range of extracurricular activities including band, chess, coding, Math's Olympiad, Math's Games, public speaking competitions.

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	78%	54%	0%	11%
	Reading	73%	55%	0%	10%
	Writing	66%	53%	0%	6%
	Spelling	56%	49%	0%	13%
	Numeracy	49%	36%	0%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	44%	35%	7%	14%
	Reading	45%	40%	5%	11%
	Writing	27%	20%	12%	18%
	Spelling	37%	38%	17%	14%
	Numeracy	29%	29%	7%	15%

Pastoral Care and Student Wellbeing

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 prerequisite 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. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2021.

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 that is 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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

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 [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2021.

Initiatives promoting respect and responsibility

Through its Mercy values, St Patrick's continues to promote respect and responsibility that each member of the community has for self and others.

Strengthening student wellbeing.

The school has clear procedures and processes for communicating behaviour expectations and associated consequences to students, staff and parents. This consistency has impacted on student wellbeing positively, indicating a safe, welcoming and orderly learning environment. Each student's individuality is valued and nurtured, their unique skills and talents respected and acknowledged.

In 2021 the school utilised the Behaviour Achievement Awards to formally acknowledge successful consistent demonstration of Positive Behaviours for Learning by students. A school wide use of a personalised stamp book formed the basis of data. Every 50 stamps achieved a Behaviour Achievement Award with Bronze Award (50), Silver Award (100), Gold Award (150) and a St. Patrick's Award (200+).

Developing a culture of welcome and inclusivity.

The school effectively uses communication strategies, including social media platforms, to inform and engage the parents in the daily life of the school. Acknowledging community events, to which parents are invited and / or involved such as 'The Dish', leads to a sense of connection, welcome and belonging being initiated and encouraged. Social and emotional learning is also taking place every day in the classrooms with the creation of a well maintained, welcoming and engaging outdoor learning environment.

The school also has an annual focus on cultural diversity by celebrating Harmony Week. During this week we complete activities or participate in initiatives that our celebrate multicultural school community as part of the multicultural Australian community. This includes wearing orange on Harmony Day to raise awareness, participating in a liturgical celebration to give thanks for the many gifts that each culture brings to our school, displaying flags of other nations and entering a poster competition.

Through the P&F the school also published a school cookbook that celebrated the cultural diversity through food. This initiative was an overwhelming success that brought together the food heritage of many families of various cultures.

Using the use of the digital platforms through the Google Suite and The Seesaw App provided the means for teachers to communicate with students and parents during Home-based Learning and engage parents in the students learning and showcase student work and achievements.

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 2021, the School Improvement Plan for St Patrick's School included:

Improving and consolidating staff knowledge to ensure engaging and creative teaching strategies were being used in all classrooms in the area of Religious Education, particularly related to Scripture.

Consolidation in learning and teaching of initiatives commenced the previous year. This process allowed the staff to identify and celebrate consistency of agreed school practices, particularly in the area of Literacy with a particular focus on teaching writing.

This was further enhanced through the professional learning opportunities of the leadership team with external advisor and mentor for school improvement Dr. Linda Bendikson and the CSBB Leadership. The school implemented a collaborative continuous improvement cycle-utilising the analyse, plan, act and review framework. The school strategically planned and reviewed the strategies being implemented and utilised data to pinpoint areas of need and develop and implement school-wide strategies to achieve 'quick wins' through ongoing incremental achievements. This was the basis to our practical work for school improvement with a goal of making a positive and long-lasting impact on student learning.

Teachers created rubrics to state the learning goals to be achieved and the key achievement points required to be demonstrated. Data collected demonstrated a lift in student achievement in writing with a particular focus on sentence structure and cohesion.

Improving student well-being through engagement in learning. The embedding of a school wide Positive Behaviour Awards system with four levels of achievement. This utilised current structures to track and monitor students' positive behaviour and provide a platform for acknowledgement and reward.

Priority Key Improvements for Next Year

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

Considerable professional learning will accompany the introduction of Collaborative Coaching to our school. Extensive resources will be provided for teams of teachers to meet with their Collaborative Coach on a weekly basis to analyse data, make strategic learning plans for teachers to implement with the aim to positively impact student learning outcomes. The collaborative work involves teachers and leaders working together in systematic way to analyse and impact professional practice to improve individual and collective results.

Our school's data and context points us to continue to focus on English with a particular attention on writing. However the cultural change when operating in a framework of a collaborative continual improvement cycle will enable staff to work in a similar way on other areas of need for student learning.

Community Satisfaction

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

Parent satisfaction

St Patrick's is fortunate to enjoy a thriving, proactive parent community. Parents are both interested and involved in their child's education and eager to assist teachers and each other in the combined goal of providing the best learning experiences and outcomes for their child. The staff at St Patrick's know that there are positive emotional and learning outcomes when parents are involved and active in their child's education.

Parent satisfaction is usually evidenced by enrolment numbers, attendance at school events and parent forums. In 2021 there were challenges in engaging the parent community through these traditional means due to the restrictions in place limiting parent access to the school site for much of the year. Nonetheless parents continued to demonstrate their engagement in school life through attendance via digital platforms for parent/teacher meetings and P&F meetings. Enrolments also dropped slightly with less movement allowed due to the closed borders both nationally and internationally. St Patrick's Catholic School continues to have a positive profile in the community with a constant number of new families enrolling throughout the year.

Parent engagement in school events was very much appreciated and we expect a strong response when the time comes to return to giving their time to support classroom reading groups, sports carnivals, excursions, the second-hand uniform shop and canteen.

The Tell Them From Me survey that was conducted in 2021 provided a positive satisfaction rating by parents. Parents were overwhelmingly pleased by the commitment and professionalism of the school staff and the quality of education and service provided to the school community.

Student satisfaction

The students have a strong affiliation with our school and are very proud to be students of St Patrick's. They have a positive attitude towards their learning as teachers provided them with a range of strategies through which to approach learning.

Although they appreciated the many different and interesting learning experiences, and knew they were continuously developing new skills, the students were challenged to remain

focused during the long period of restrictions which included changes to school timetables, unable to complete common enjoyable tasks including singing, dancing or playing a musical instrument.

The students also remained in cohorts while at school and endured a long period of Home-based Learning during Term 3 and some of Term 4. Home-based consisted of a mixture of online face-to-face lessons with teachers, web-based tasks and independent and parent supported task completion in place.

There were some disappointments with the cancelling of sports carnivals and excursions due to Covid safe restrictions in place. These are a highlight for our students and were missed opportunities for 2021.

Although a challenging year, our student survey showed a largely positive attitude from the students towards their peers, their teachers and their learning.

Teacher satisfaction

The 2021 school year continued to present many challenges. This was particularly true during the extended period of Home-based Learning during Term 3 and a large part of Term 4. Staff continued to learn new skills to manage digital technologies, communicate effectively online to both parents and children using cloud-based platforms and video conferencing. Teachers appreciated the opportunities to collaborate with their grade and stage peers to engage in feedback with the Assistant Principal and the Principal.

The teacher survey conducted about their experiences indicated a positive response with teachers feeling well supported in their work and professional learning opportunities.

The report from this survey included measures of satisfaction for eight drivers of student learning. The results indicated that the staff mean was higher than the diocesan mean in numerous areas including satisfaction with leadership, a positive learning culture, collaboration, the use of effective teaching strategies, parental involvement and having an inclusive school. Teachers rated highly the opportunities for them to collaborate professionally with their peers and school leadership particularly on developing a learning culture in the school.

Financial Statement

Consistent with the NESA requirements, financial income and expenditure for the School in 2021 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 2021	
Commonwealth Recurrent Grants ¹	\$2,225,733
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$602,231
Fees and Private Income ⁴	\$868,976
Interest Subsidy Grants	\$598
Other Capital Income ⁵	\$0
Total Income	\$3,697,539

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$23,829
Salaries and Related Expenses ⁷	\$2,780,422
Non-Salary Expenses ⁸	\$753,684
Total Expenditure	\$3,557,935

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT