



# 2022

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

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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 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 at local school level and 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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## Message from key groups in our community

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### 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 2022, the Diocese has continued the implementation of a new strategic model set to be achieved by 2025. The strategic approach 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 it has been a wonderful opportunity to prioritise and focus on the areas for school improvement that make a real difference. The school has developed 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.

This has been further enhanced through the work done by the school leadership team in collaboration with CSBB Leadership and an external advisor and mentor for school improvement, Dr. Linda Bendikson. Through this initiative the school has used data to pinpoint areas of need and develop and implement school-wide strategies to achieve 'quick wins' through ongoing incremental achievements.

Throughout 2022 it 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 continue to thank and sing the praises of 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 2022 P&F team were determined to overcome some of the challenges by the Covid-19 global pandemic that severely hampered community events. The year progressed with increasing opportunities for parents to be physically present on the school site. With nearly all events being postponed and then cancelled in 2021, there was great enthusiasm to make amends in 2022.

The parent community supported the regular events scheduled throughout the year including school carnivals and religious and social events.

One highly successful initiative was the St. Patrick's Asquith School Fete. This initiative took a group of dedicated parents many days and hours to bring together but eventuated in a magnificent community celebration that will be treasured by families for years to come. The school fete has broad appeal in the school and the broader community with great food, entertainment and fun for all ages.

We are certainly 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 2022 the students of St. Patrick's were able to experience opportunities not afforded them in the previous 2 years. The year began with some restrictions which eventually gave way to greater freedoms to experience more normal school routines which also extended to school assemblies, school carnivals, school religious celebrations and excursions.

School carnivals proceeded as usual including the first athletics carnival for 3 years. Each were very successful and provided a platform for our better athletes to represent the school at a higher level. The older grades also participated in numerous sporting gala days with other catholic primary schools in the region.

Our usual excursions proceeded as normal with great excitement including the Year 5 Leadership Camp excursions and the Year 6 Canberra excursion. These were overwhelming successful.

During 2022 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 and had an amazing experience performing on stage at the Paramatta Riverside Theatre.

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## School Features

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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.

St. Patrick's Asquith is a small catholic community school that draws families from many multicultural backgrounds. The school was founded by the Sister Of Mercy religious order whose charism still influences the school ethos and actions.

During the year, the Year 6 children were fortunate enough to travel to the nation's capital and experience a 3-day excursion. Although the Year 5 excursion to Bathurst did not go ahead, the majority of excursions and events were able to take place.

P&F team along with the parent community had many opportunities to hold events and gather at school regularly. This included staging a very successful bi-annual school fete.

Other events included social events for Mothers and Sons and for Dads and Daughters, Mother's Day, Father's Day and Grandparent's Day as well as the regular P&F Meetings.

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.

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## 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 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
123	117	124	240

\* 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 2023. 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 2022 was 90.20%. 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
89.30	88.80	90.90	90.60	90.90	90.20	90.40



## 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.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	26
Number of full time teaching staff	10
Number of part time teaching staff	9
Number of non-teaching staff	7

### 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: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 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 2022 the school staff continued to embed 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 meeting fortnightly with 2-hour meeting that supported the continuous improvement framework.

The school leadership team continued 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.

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## Catholic Identity and Mission

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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 explore the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include 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.

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 school offer students and their families the experience of a Catholic community and education focused on the formation of the whole person and a vision of life inspired by Jesus' teachings. Each of our schools provides a range of activities that invite students to grow in their relationship with Christ and to find meaning and purpose in life through serving others. Faith activities include Religious Education, prayer, liturgy, retreats and social justice initiatives. Working in partnership with our parishes, Broken Bay Catholic schools support families in their role as the first educators in faith.

We have high standards for student behaviour based on respect for themselves and others. All of our schools have policies relating to pastoral care and wellbeing, behaviour management and bullying. These policies and programs are based firmly on Catholic beliefs and values and focus on building quality relationships and fostering resilience. Each school is committed to creating a safe and supportive learning environment for their students, staff and families.

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Liturgy is central to school life and a key component to student evangelisation. With the opportunity available to us again, we were able to gather to celebrate liturgy together regularly. Covid-safe restrictions all but ended, we could engage in parish masses and school liturgies and celebrate traditional school liturgies for St. Patrick's Feast Day, Mother's and Father's Day and Grandparents Day as well as during the seasons of Lent, Easter, Advent and Christmas.

We were limited to celebrations at the beginning of the school year which restricted our celebration of the Opening School Mass. Parent inclusion was not possible at this liturgy but was open to them for liturgies after that time.

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.

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## Curriculum, Learning and Teaching

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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 2022, 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 imbedding 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.

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 Learning Support team, led by the Principal and the Learning Support Teacher, provide support for the progress of children identified with special needs. The school uses a Response To Intervention Model (RTI) to service the needs of all children particularly children identified with additional needs. The LST and LSA's work collaboratively with class teachers and provide students with in-class support with their learning. This benefits the students as they participate in whole class explicit teaching, with tasks adjusted to meet individual needs.

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 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	81%	52%	5%	12%
	Reading	76%	54%	5%	11%
	Writing	75%	50%	0%	7%
	Spelling	57%	48%	5%	15%
	Numeracy	67%	34%	10%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	47%	31%	9%	14%
	Reading	53%	39%	4%	11%
	Writing	27%	25%	7%	18%
	Spelling	49%	37%	7%	14%
	Numeracy	33%	25%	4%	16%



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## Pastoral Care and Student Wellbeing

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### 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 2022.

### 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 2022.

### 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 2022.

### 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 relaunched the School Behaviour Matrix during the year with a fresh focus on an updated and newly published school resource. The digitalised poster was given a platform through newly formed pastoral care groups facilitated during the Peer Support Program. Our Year 5 & 6 student leaders provided a series of small group lessons and activities to give greater focus and meaning to the school behaviour matrix.

The introduction of the Peer Support Program as a vehicle to promote the school behaviour matrix has also had the effect of developing stronger cross-grade relationships between students. The model also provides older students with opportunities to develop and enhance leadership skills. This model will be leveraged to promote other behaviour support initiatives into the future.

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 2022 the school embedded 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 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.

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## 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 have been captured in the Towards 2025 Strategic Plan.

### Key Improvements Achieved

In 2022, our Student Achievement Goal seeks that all students achieve their optimal academic results based on their diverse learning needs. To achieve this, the following Key Improvement Strategies will be implemented:

- Exploration and implementation of the new K-2 Curriculum in Maths and English.
- Exploration and implementation of the InitialLit Program in Kindergarten.
- Continue Professional Learning Meetings utilising “Quick Wins” approach utilising the analyse, plan, act and review framework.
- Review and evaluate the use of assessment tools and utilise this data to meet student learning needs.
- Leadership team to support best practice through classroom visits/feedback, co-teaching and monitoring of programs for quality.
- Exploration and implementation of the InitialLit Program in Kindergarten, Year 1 and Year 2.
- Implement the Response To Intervention (RTI) Model for Learning Support across the school.

The school continued to embed a culture of continual improvement in 2022 with the extension of the work completed with Dr. Linda Bendikson and the CSBB Leadership. This initiative continues to work hand in glove with the professional learning and subsequent work already completed in 2021. Through the embedding of a collaborative continuous improvement cycle- utilising the analyse, plan, act and review framework.

Our school's data and context pointed us to continue to focus on English with a particular attention on writing. Without the benefits of the Collaborative Coaching structures bring the school has dedicated significant amounts of staff meeting time and allocate staff development days to utilising continuous improvement cycle- analyse, plan, act and review.

On a fortnightly basis staff met 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.

### Priority Key Improvements for Next Year

In 2023, our Student Achievement Goal continues to seek that all students achieve their optimal academic results based on their diverse learning needs. To achieve this, the following Key Improvement Strategies will be implemented:

- Professional Learning and implementation of the Collaborative Coaching Model with a major focus of Literacy (Writing) and a minor focus of Mathematics (Number).
- Exploration and implementation of the new K-2 Curriculum in Maths and English.
- Exploration and implementation of the InitialLit Program in Kindergarten, Year 1 and Year 2.
- Continue Professional Learning Meetings utilising “Quick Wins” approach utilising the analyse, plan, act and review framework.
- Review and evaluate the use of assessment tools and utilise this data to meet student learning needs.
- Leadership team to support best practice through classroom visits/feedback, co-teaching and monitoring of programs for quality.
- Implement the Response To Intervention (RTI) Model for Learning Support across the school.

The school will continue to embed a culture of continual improvement in 2023 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 and 2022 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.

-Professional learning on and implementation of the Continuous Improvement Cycle as a tool for reflective practice of teachers.

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.

Our school will seek to extend the continual improvement cycle to focus on Mathematics as a minor focus while the major focus continues to be on improvement of Literacy through writing.

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## 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

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 2022 there were less challenges in engaging the parent community through these traditional means as restrictions had subsided for much of the year. Parents demonstrated their engagement in school life through attendance to parent/teacher meetings and P&F meetings. 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 experienced a strong response when the time came to returning to giving their time to support classrooms, sports carnivals, excursions, the second-hand uniform shop and canteen.

The Tell Them From Me survey that was conducted in 2022 provided a positive satisfaction rating by parents. Parents were 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.

The students appreciated the many different and interesting learning experiences, and knew they were continuously developing new skills. As the school returned to the usual timetables, able to complete common enjoyable tasks including singing, dancing or playing a musical instrument, the students enjoyed once again a wide range of learning opportunities.

There were some disappointments with the cancelling of the Year 5 Bathurst Excursion and swimming carnival at the beginning of the year. However, sports carnivals and other excursions including the Year 6 Canberra Excursion and Year 5 Leadership Camp were successful inclusions in the school calendar. These are a highlight for our students for 2022.

Our student survey showed a largely positive attitude from the students towards their peers, their teachers and their learning.

### Teacher satisfaction

The 2022 school year was a new beginning for the staff of St. Patrick's with most of the usual school structures and routines returning to daily school life. Staff have utilised newly learnt skills to continue to manage digital technologies, communicate effectively both online and in person to both parents and children using cloud-based platforms and video conferencing when required. 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 staff indicated 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.



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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 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.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,111,451
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$560,501
Fees and Private Income <sup>4</sup>	\$884,606
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,035
<b>Total Income</b>	<b>\$3,557,594</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$83,255
Salaries and Related Expenses <sup>7</sup>	\$2,624,952
Non-Salary Expenses <sup>8</sup>	\$1,018,895
<b>Total Expenditure</b>	<b>\$3,643,847</b>

### 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 2022 REPORT