

2024

ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School

Cnr York and Melbourne Streets, EAST GOSFORD 2250

Principal: Mr Kevin Williams

Web: www.spegdbb.catholic.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), the proprietor, with Catholic Schools NSW (CSNSW) as the approved authority for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

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 also be obtained from the [My School website](#).

Message from key groups in our community

Principal's Message

Throughout 2024 our school benefited from the strong partnership we have with the parish. The continued support of our priests, Father Greg and Father Bronek, helped us foster a culture of prayer and worship. The vibrant liturgical life of the parish constantly invited and welcomed the children and families to engage and participate. The "Year of Courage" was the annual parish theme that became prominent in key messages.

Our students are at the centre of all we do. They are welcoming, inclusive children whose smiles, attitudes and efforts bring great joy to our school community.

As a staff we began our journey as a Professional Learning Community (PLC). We defined our collective purpose as being *high levels of learning for all students*. The 3 big ideas of our PLC are a relentless focus on learning, a collaborative culture and a results focus.

With new leadership our P&F invested time inviting the many cultures of our school into a stronger relationship. Their efforts resulted in the inaugural celebration of the Onam Festival. The richness of the Kerala community was shared with our community.

Extensive meetings were held as we prepare for the commencement of the \$15 million school building project. The project will enable the school to be on one site (Victoria St campus) with building expected to commence in the second half of 2025.

Parent Body Message

2024 was a year of change and progress within the St Patrick's P&F. We welcomed new leadership and pioneered some fresh programs. Our aim is to be the link between the families, school and parish and create an environment that welcomes input and feedback from the parent group to amplify the school experience for the kids.

In addition to our usual role organising Mother's Day and Father's Day stalls, school discos and teacher's appreciation functions etc, we implemented a focus on the diverse cultures present in the St Pat's community. Our initial function was a celebration of the Onam harvest festival- a sacred moment for our Kerala community. This involved dance, music and observance of traditional ceremonies. We will look to take this a step further in 2025 and involve some of the other wonderful cultures in our school community and explore their amazing food!

The P&F will continue to explore new ways of contributing to our community in 2025. We have received several approaches from parents to be involved in the canteen on a

permanent basis (good news!) and some of our new parents have already indicated they will attend the first P&F meeting on the 24th Feb.

As always, we cannot operate without the involvement of our parents and we welcome new faces and voices. Look forward to a successful 2025!

Student Body Message

One of the main reasons we love St Patrick's Catholic Primary School is because of all the opportunities it provides to do fun activities and learn. We love how multicultural our school is. In 2024 we could participate in celebrating different cultures and traditions like Harmony Day and The Onam festival. A new Aboriginal Learning Support assistant started working at St Patricks teaching Aboriginal students about their culture. We welcomed our new Principal, who has taught us new ways to learn.

Sadly, our beloved Mr Dobb retired but we wish him to enjoy his journey ahead, we prepared a lovely farewell for him. We miss our beautiful, kind-hearted Mrs Introna who sadly passed away. We prepared a colour fun run to raise money for Mrs Introna's loving family. We pray for both of their families.

In 2024 Year 4 received first Reconciliation and Holy Communion. We will hold that moment in our memories forever. As we received the sacraments, we felt the presence of Jesus and joy.

The Netball and Soccer Gala days were really fun, because we got to learn how to play as a team, and embrace our talents. The Gala Days were fun and we all worked together and some people loved it and joined a club. It was an amazing experience. The Swimming Carnival was a jolly good time. Some people were involved in races and some competed in novelty events. We loved the splash park and overall enjoyed the day.

The Sports Carnival was enjoyable and there were a variety of events like, Novelty races, running, high jump, long jump, etc. Cross Country was tiring but exhilarating. It pushed us to go harder and faster to improve. In 2024 a group of Year 4 students attended Techmatics at St Peter's. Techmatics was an opportunity to learn about coding, tech and a combo of maths and problem solving.

Overall 2024 was an amazing and exciting year.

School Features

Our school is a K-6 Catholic Primary school within the Diocese of Broken Bay. We are part of the Gosford parish and the children who attend our school emanate from surrounding suburbs including Springfield, Gosford, Gosford East, Mangrove Mountain, Somersby, Green Point and Erina. Our school is a dual campus school (Victoria St and Melbourne St) founded in 1960. We have a healthy P&F whose vision is to strengthen the relationship between school, families and our parish.

Prominent in our school are the wonderful students whose kindness, empathy and resilience are obvious. The children are supported by trusting, positive families who enjoy building the community spirit of our school. Our dedicated and talented teachers provide a safe and encouraging environment where our children's faith, learning and wellbeing flourish. Our parish, under the pastoral leadership of our priests, continue to bless and strengthen our community's relationship with Jesus.

We enjoy a strong relationship with both St Joseph's Catholic Secondary College and St Edward's Catholic Secondary College. Our inaugural Community Christmas Carols involving the 3 local schools and parish was held in December on the ovals at St Edward's. On a weekly basis, Year 10 students from both high schools support literacy lessons in our K-2 classrooms.

Outside of an explicit curriculum the children are offered opportunities to be involved in debating, public speaking, music tuition, band and myriad sports. Year 6 travel to Canberra for their annual excursion with Year 5 enjoying the annual camp at Point Wolstencroft.

Planning for the extensive building works was prominent in 2024. At the conclusion of the building works the 2 sites will be amalgamated into one K-6 school.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2024. Additional information can be found on the [My School website](#).

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 194 | 195 | 153 | 389 |

* 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 2024. 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 2024 was 88.90%. 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 |
| 91.20 | 89.20 | 90.20 | 89.00 | 90.00 | 89.20 | 84.40 |

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 Compliance processes. The School's attendance monitoring procedures are based on the Procedures for the Management of Student Attendance in Catholic Schools Broken Bay.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2024:

| | |
|------------------------------------|----|
| Total number of staff | 27 |
| Number of full time teaching staff | 17 |
| Number of part time teaching staff | 10 |
| Number of non-teaching staff | 5 |

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 45 schools at these levels is as follows:

- Highly Accomplished: 9 teachers
- Proficient: 1322 teachers
- Provisional: 132 teachers
- Conditional: 67 teacher

Additionally, there are approximately 60 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.

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 [Catholic Schools Broken Bay 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. A new Religious Education Curriculum has been developed to further enhance the learning experience for all. This was implemented into Early Stage 1, Stage 1, Stage 3, Stage 4 and Stage 5 classrooms incrementally from 2022 with the final stage being implemented in 2025. 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 Youth Ministry activities aimed at living out their mission as disciples of Jesus.

Inspired by the School's Vision Statement and motto, Trust in the Truth, staff are committed to form and nurture students to be disciples of Jesus, living their faith through the daily actions of loving and caring within a welcoming Catholic community.

Catholicity resonates in all aspects of school life. Celebrating school, family and parish masses, prayer, classroom liturgy, Feast Day celebrations, social justice initiatives and Reconciliation are all experiences that contribute to the faith formation of students and strengthen their relationship with God. Parents are welcomed to all our celebration masses and class liturgies.

School prayer at the beginning and through out the day contributes to the religious dimension of the school and, central to each classroom, are prayer tables, displaying the signs and symbols of the school's Catholic identity.

The new K-6 Religious Education Syllabus introduced in 2021, is based around Luke's narration of the 'Journey to Emmaus.' The principals of accompaniment, encounter and life-altering transformation that is found in the risen Christ provide teachers of Religious Education with a model that nurtures students "To know Christ and to grow in faith", engaging students of all ages to recognise, respond and be transformed by Jesus just as the two disciples were. It resonates with Bishop Anthony Randazzo's desire for children to be offered the gift of faith and to "fall in love with Jesus." The method of "Storytelling" using concrete materials to tell the stories from the bible, is a central component of all the K-6 Religious Education units.

Fortnightly newsletters include reflections on Catholic thought and promoting upcoming School and Parish events. Facebook, Compass and Digital signage also allows for effective communication with the public about upcoming Masses, the Sacraments and other relevant parish information.

Staff also engage in weekly prayer at staff meetings as well as participating in spirituality days and faith formation courses every year. This year all staff completed a 6-week program entitled "Called" focused on the call to evangelisation. Our spirituality day at the end of Term 3 was led by Chris Lee who is the head of Head of Clergy & Parishes Broken Bay. During this day the focus was upon mission and discipleship, examining current Church information and data to further our understanding of the co-responsibility we have as teachers to accompany people in their faith journey.

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.

Our school's framework of working as a Professional Learning Community developed. The 3 Big Ideas of *a relentless focus on learning, a collaborative culture and a focus on results* provided an umbrella under which we were constantly "learning by doing". Through the lens of Curriculum ("know the syllabus and what to teach"), Assessment ("know how to assess and what to do with the data") and Pedagogy ("know how to teach it") coupled with the 4 Critical Questions of Learning (*What is it we the students to learn? How will we know our students are learning? How do we respond when some students don't learn? How do we respond when some students are already proficient?*) we used the implementation of new curriculums in Religious Education, English and Mathematics to build a strong, shared understanding among teachers.

We ascertained our Collective Purpose as "high levels of learning for all students". We defined *high levels* as "grade level or better". A team of teachers collaboratively developed our school's Shared Vision. In 2025 we will convert the Shared Vision into meaningful actions or Collective Commitments.

In reflecting upon our answer to Question 3 (*How do we respond when some students don't learn?*) our Response to Intervention (RTI) team shared professional readings, consulted staff and developed a shared understanding. In Term 4, the team trialled RTI with Kinder and Year 4 with ensuing excellent results.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in literacy and numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Patrick's Catholic Primary School for 2024 is reported in the table below.

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 3 | Grammar and Punctuation | 70% | 54% |
| | Reading | 83% | 66% |
| | Writing | 90% | 77% |
| | Spelling | 74% | 61% |
| | Numeracy | 85% | 63% |

| NAPLAN RESULTS 2024 | | Percentage of students in the top 2 proficiency standards | |
|---------------------|-------------------------|---|-----------|
| | | School | Australia |
| Year 5 | Grammar and Punctuation | 75% | 65% |
| | Reading | 85% | 71% |
| | Writing | 84% | 67% |
| | Spelling | 77% | 68% |
| | Numeracy | 75% | 68% |

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 and Student Wellbeing Policy](#). 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](#). 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 significant changes made to this policy in 2024.

Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Prevention and Management of Student Bullying Policy](#) 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 2024.

Complaints Handling Policy

The School follows the [Complaints Management and Resolution Policy](#). 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 changes made to this policy in 2024 to reflect new system processes.

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

Parents have appreciated the strength of the relationships in the school community. They value the close connection with parish and appreciate the role of the school in helping children and families coming to know Christ. Parents value the dedication and professionalism of the teaching staff and believe their children are well-cared for. They also appreciate the multi-cultural flavour of the school and consider it to be an inclusive, welcoming community. Parents have high expectations for their children's learning and recognise the concerted efforts of teachers in addressing the individual learning needs of their children. Parents enjoy being engaged in various school events, particularly School Masses, Liturgies, sporting carnivals, school discos and the Christmas Carols.

Student satisfaction

Year 5 and 6 students are given the chance to be leaders within our school community. Students have a voice in making positive changes and contributing to school life. Leadership is further encouraged through the Kinder Buddies program.

The Year 5 Leadership Camp provided an exciting experience for our senior students. Activities such as Public Speaking, Mini Vinnies, Debating, Choir, Band, and Sporting representation allow students to showcase their talents. Many students have proudly participated in Diocesan Sporting events.

Students love coming together as a community to celebrate key events. St. Patrick's Feast Day was a highlight of the year, filled with fun activities and a shared sense of school spirit. Special occasions like Mother's Day and Grandparents' Day provided beautiful moments to honour loved ones. The year ended on a joyful note with the Christmas Carols performance.

Students from Kindergarten to Year 6 are recognized for their achievements in many ways, such as Earning PBL awards and receiving recognition at the End-of-Year Award Ceremony for Academic Excellence Efforts proved a highlight.

2024 has been a year filled with learning, leadership, and lasting memories.

Teacher satisfaction

The 2024 Culture Survey reflected strong staff satisfaction with our school. All domains reported consistently strong ratings. *Know Christ, Strategic Alignment Continuous Improvement, Wellbeing and Safety, Commitment to Students, Leadership Style, Peer Collaboration* and *Professional Development* all received clear endorsement. An opportunity was identified in *Work Enablement*, specifically regarding teacher workload. Common terms used to validate the school's culture included collaboration, leadership, faith-filled, positive, high expectations, supportive, caring, committed and professional.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2024 is shown below. More detailed financial data is available on the My School website.

| Recurrent and Capital Income 2024 | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$4,479,369 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$1,183,926 |
| Fees and Private Income ⁴ | \$1,321,765 |
| Interest Subsidy Grants | \$0 |
| Other Capital Income ⁵ | \$277 |
| Total Income | \$6,985,339 |

| Recurrent and Capital Expenditure 2024 | |
|--|--------------------|
| Capital Expenditure ⁶ | \$578,290 |
| Salaries and Related Expenses ⁷ | \$5,115,029 |
| Non-Salary Expenses ⁸ | \$1,311,470 |
| Total Expenditure | \$7,004,789 |

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 2024 REPORT