



# 2023

## 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)

## 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](#).

## 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.

The school has continued to implement the strategic model set by the Diocese of Broken Bay in 2022 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 continues to be a great 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.

The teachers also had additional training on the Science of Learning and high-impact instructional strategies including explicit instruction and daily review with Dr. Lorraine Hammond . This professional learning opportunity had a high impact on teacher professional knowledge and as a result on daily teaching practice.

The school has also implemented an evidence-based whole-class literacy program (InitialLit) designed to provide all children with essential core knowledge and strong foundations in phonics, vocabulary and comprehension to become successful readers and writers in Kinder, Year 1 and Year 2 classrooms.

Learning and teaching remain the focus for the school, and 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**

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.

In 2023, the parent community strongly supported the education initiatives and the regular community events scheduled throughout the year including school carnivals and religious and social events.

The Parents & Friends Association (P&F) play a crucial role in fostering collaboration, engagement, and support among parents, carers, and the school community. The P&F continues to be a great support network for our school community, allowing parents to connect, share experiences, and contribute to the school's education agenda and the school's overall well-being.

Through the celebration of the holy masses including the Feast of St. Parick's, the Assumption of Mary and other masses and liturgies including Mother's Day, Father's Day and Grandparent's Day our parents gain insights into the school's faith-life and our religious educational objectives.

The P&F continues to successfully serve as a bridge between parents, school staff, and the wider community, contributing to a vibrant and supportive learning environment for children. The P&F collaborates with the broader community, including the Parish and Diocese. Together, they work towards enriching the educational experience for all students.

### **Student Body Message**

During 2023 the students of St. Patrick's were able to experience normal school routines including school assemblies, school carnivals, school religious celebrations and excursions.

The school carnivals proceeded as usual and were highly successful. 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.

Each grade participated with great excitement in excursions that enriched their learning. During the year, the Stage 3 children were fortunate enough to travel to the nation's capital and experience a 3-day excursion.

During 2023 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 University of NSW ICAS Assessments, writing competitions, 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 ended the year with a whole school Christmas concert with all children and had an amazing experience performing on stage in front of the entire school community.

## 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.

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 Patrick'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 Profile

## Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2023. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
120	115	126	235

\* 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 2023 was 91.63%. 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
91.40	91.70	92.10	91.00	93.00	92.50	89.70

## 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

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### Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	19
Number of full time teaching staff	10
Number of part time teaching staff	9
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: 9 teachers
- Proficient: 1322 teachers
- Provisional: 131 teachers
- Conditional: 68 teachers

Additionally, there are approximately 35 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 NESAs 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 2023, the school staff continued to embed the implementation of the 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.

The school leadership also participated in professional learning opportunities that provided the continuous improvement methodology and framework. This developed our capability in data-informed and evidence-based systems that focused on maximising learning for each student. It also developed a consistent approach to school improvement while building the capacity of every teacher.

The teaching staff have a relentless focus on learning for all students and a collaborative culture and collective effort to support student and adult learning. Our results focus to improve practice and drive continuous improvement.

Our school continued to be involved in the Leading Improvement work with Linda Bendikson that developed a framework for sustaining improvement in student learning. Sustaining Improvement provides the third level of coaching for schools who have participated in Leading Improvement. It provides tailored support on a school-by-school basis.

We focused on implementing new syllabuses and using a systematic approach to implementing the curricula and measure their impact. Sustaining Improvement supports schools in implementing effective professional learning practices and in measuring and communicating their impact so that teaching and assessment strategies are responsive to that data in a timely way.

In Term 4 staff from all schools attended a staff development day presented by Dr. Lorraine Hammond on the Science of Learning and high-impact instructional strategies including explicit instruction and daily review. This professional learning opportunity had a high impact

on teacher professional knowledge and as a result on daily teaching practice. lead to better-informed decisions, increased confidence, and improved student outcomes. By aligning teaching practices with scientific insights into learning, teachers can create more effective and efficient learning experiences for their students.

## 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 1 as well as Years 7-10 classrooms in 2022/2023 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. Our school is

committed to creating a safe and supportive learning environment for our students, staff and families.

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.

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

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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.

In 2023, the major focus in learning and teaching was the consolidation of initiatives already commenced by the school, embed new curriculums and programs that supported and enhanced student learning. 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 to support the teaching of the curriculum.

A key component of implementation was the use of an evidence-based whole-class literacy program (InitialLit) designed to provide all children with essential core knowledge and strong foundations in phonics, vocabulary and comprehension to become successful readers and writers in Kinder, Year 1 and Year 2 classrooms. The program aligns with the NSW K-2 English Syllabus and is implemented across four terms and offers an engaging approach to teaching reading and related skills to children in their first years of school.

To support the learning of Phonics, teachers used the InitialLit program to systematically and explicitly teach the basic alphabetic code in a set sequence. Children learnt letter-sound correspondences and how to apply them to reading and spelling. Additionally, they are introduced to common morphemes and simple grammatical concepts.

Vocabulary and Comprehension are also a major focus of the program which emphasized oral language development, listening comprehension, and vocabulary through quality children's literature.

Teacher practice was also an important component so that classroom delivery of teaching strategies was consistent and effective. The implemented program (InitialLit) ensures thorough and consistent instruction of foundational literacy knowledge and skills across classrooms within a year level.

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.

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 and public speaking competitions.

# 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.

From 2023, 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 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	74%	54%
	Reading	74%	67%
	Writing	87%	76%
	Spelling	71%	61%
	Numeracy	74%	65%



NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	81%	64%
	Reading	87%	74%
	Writing	87%	66%
	Spelling	71%	69%
	Numeracy	87%	68%

## 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 significant changes made to this policy in 2023.

### 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 2023.

### **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 2023 to reflect new system processes.

### **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 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.

The school continues to utilise 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, welcoming 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.

## 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 2023, 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 were 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.
- Professional learning on and implementation of the Continuous Improvement Cycle as a tool for reflective practice of teachers.
- 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 continued to embed a culture of continual improvement in 2023 with the introduction of a collaborative coaching initiative through CSBB. This initiative worked 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 collaborative continuous improvement cycle- utilising the analyse, plan, act and review framework.

Embedding of the Continuous Improvement Cycle as a tool for reflective practice of teachers.

Considerable professional learning is part of the Collaborative Coaching process. Extensive resources was 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 that positively impact student learning outcomes. The collaborative work involved 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.

The staff are beginning to embed teaching practices learnt from the professional learning provided by Dr. Lorraine Hammond on Science of Learning. These high-impact instructional strategies including explicit instruction and daily review seek to enhance effective teaching and learning. This professional learning opportunity had an immediate high impact on teacher professional knowledge and as a result on daily teaching practice, lead to better-informed decisions, increased confidence, and improved student outcomes. This work will continue in 2024.

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

In 2024, 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 to be implemented:

- Continuation of the Collaborative Coaching Model with a major focus of Literacy (Writing).
- Implementation of the new Curriculum in Maths and English.
- Implementation of the InitialLit Program in Kindergarten, Year 1 and Year 2.
- 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.
- The continued use of the Response To Intervention (RTI) Model for Learning Support across the school.
- The school will continue to seek a culture of continual improvement in 2024 through the collaborative coaching initiative utilising the analyse, plan, act and review framework.
- Embedding of the Continuous Improvement Cycle as a tool for reflective practice of teachers.

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. By aligning teaching

practices with scientific insights into learning, teachers can create more effective and efficient learning experiences for their students.

The six identified key cognitive strategies that support learning including spaced practice, interleaving, retrieval practice, elaboration, concrete examples, and dual coding (combining visual and verbal elements to convey information). These evidence-based techniques assist students to maximize their learning efficiency and retention. Additionally, the learning sciences provide tools for educators to intentionally design, implement, and assess instruction, fostering better understanding and improved learning outcomes.

## 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. 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.

General parent feedback indicates they 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. The students enjoyed a wide range of learning opportunities across all curriculum areas.

The students enjoyed the learning opportunities provided through excursions and other events. The Stage 3 excursion to Canberra and other excursions and incursions were successful inclusions in the school calendar.



Sporting events such as the swimming carnival, athletics carnival and cross country as well as sporting gala days were also highlights for students.

### **Teacher satisfaction**

In 2023, St. Patrick's again enjoyed the usual school structures and routines of daily school life. Staff have leveraged 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.

The Collaborative Coaching initiative has been a standout success for teacher professional learning and successful advancing of student learning. 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 feedback 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.

# Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2023 is shown below. More detailed financial data is available on the My School website.

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,274,443
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$601,871
Fees and Private Income <sup>4</sup>	\$989,432
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$1,498
<b>Total Income</b>	<b>\$3,867,246</b>

Recurrent and Capital Expenditure 2023	
Capital Expenditure <sup>6</sup>	\$744,944
Salaries and Related Expenses <sup>7</sup>	\$3,103,989
Non-Salary Expenses <sup>8</sup>	\$894,305
<b>Total Expenditure</b>	<b>\$3,998,294</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 2023 REPORT