



St Patrick's Catholic Primary School,
East Gosford

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ABOUT THIS REPORT

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

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

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

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Diverse curricula activities initiated by a caring and dedicated team of professionals, maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities at St Patrick's Catholic Primary School, East Gosford. St Patrick's is blessed with a dedicated and caring staff who have created a loving Christian environment that is the essence of all we do. St Patrick's School is a place where disciples of Jesus are formed and nurtured to achieve excellence in order to make a difference in the world.

The core values of faith, hope, justice, love and joy underpin our policies, procedures and practices. The continued work on the *KidsMatter* framework and our *Positive Behaviour for Learning* (PBL) program has resulted in a greater awareness of the importance of positive social and emotional health.

Parent Body Message

We are blessed at St Patrick's to have a strong and engaged school community. As the demands of daily living increase, the challenge for the Parents and Friends (P&F) is to continue to evolve and encourage parents to participate in the school and parish and in all aspects of their children's learning.

We are very grateful to the many parents and carers who have participated and/or contributed to Canteen, our bi- annual Trivia Night/Dinner Dance, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, CBA school banking, second hand uniform stall, school discos, Mother's and Father's day stalls, St. Patrick's day celebrations, Family Masses, Well-being Week, Kinder orientation and Teacher Appreciation day.

The P&F was excited to contribute a significant amount of funds towards the upgrading of the Infant Campus playground and were appreciative of the opportunity to be included in this project, which was completed during 2016.

We thank the compassionate and committed staff for all that they do in educating our children.

Student Body Message

St Patrick's, what a great school! How lucky we are to have so many opportunities and great times to treasure. This year focused once again on the wellbeing of students which culminated in Wellbeing week each Term. The students had opportunities to participate in Meditation Monday, Thankful Tuesday, Wellbeing Wednesday, Thoughtful Thursday and Fantastic Friday. This was reinforced by the peer support sessions on resilience, teaching the whole school how to bounce back when times are tough.

The use of iPads has had a huge impact on the way we learn and are very popular amongst the

grades. Students can often be seen using them to research, create films and experimenting with different ways to present their work.

The development of our faith has always been a major part of our learning at St Patrick's, underpinning all other learning areas. With the support of the catholic community of St Patrick's we have made the sacraments of Confirmation, Reconciliation and First Eucharist and have participated in Mass through readings, liturgical dance, altar serving and choir.

Sport has also played a big part in our school life, Gala days, carnivals, *Sport in Schools* program and surf fun days.

SECTION TWO: SCHOOL FEATURES

School Features

St Patrick's Catholic Primary School East Gosford, is a Catholic systemic co-educational school.

The school has a proud history, being the oldest Catholic school on the Central Coast. It was firstly established by the Sisters of St Joseph as Our Lady of the Rosary Catholic School in Gosford in 1910. The school moved to its present site in 1960 and was known originally as St Joseph's. At that stage, classes commenced at Kindergarten and went through to the Leaving Certificate, occupying the one campus on Victoria Street adjacent to the church. In 1967 the school was renamed St Patrick's and became a primary school catering only for K-6. The rapid growth of the Central Coast saw the expansion of St Patrick's to two sites in 1986.

Currently the Melbourne Street campus accommodates the school office, infants' classes, infants' library, infants' staffroom and canteen. The primary classes, hall, Learning and Resource Centre (LARC), music room, art room, primary staffroom, canteen, uniform shop, church and parish office are situated on the Victoria Street campus. Before and after school care (OSHC) and vacation care is provided on site and is currently operated by *CatholicCare* on the infants' campus.

Our current enrolment is 368 students which has slowly increased over the last seven years. St Patrick's Catholic Primary School draws from a wide geographical area, with children travelling from as far away as Kulnura, Mangrove Mountain and Spencer in the west, Koolewong in the south, Avoca, Kincumber and Terrigal in the east as well as from the local surrounding areas of East Gosford. This demographic contains a vast spread of socio-economic backgrounds. There are approximately 90 students from a language background other than English (LBOTE), with 34 of these learning English as their second language (ESL). Over the last seven years the multicultural aspect of the school has grown rapidly. There is no one particular ethnic group that dominates the school; rather there is quite a diverse spread of cultural groups represented in our student body.

We have *Aspect* classes for children with autism on both campuses, with a total enrolment of twenty children in these classes.

Students were also given the opportunity to participate in a wide range of activities including: choir, recorder group, private music lessons (keyboard and guitar), Junk Yard Orchestra, coding, play pod, art club, various inter-school and Diocesan sporting events, gala days, surf safety days, a two week intensive swimming program for children in Years 1 and 2, public speaking competitions, debating and the *Peer Support* program.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2016. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
172	196	105	368

* Language Background Other than English

The school enrolment has changed over the last seven years with student enrolments in the Primary classes being higher than the Infants classes. As noted previously, the cultural diversity of the school continues to grow and this aspect of our school community is highly valued.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 93.44 %. 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
93 %	93 %	93 %	94 %	94 %	93 %	94 %

Managing Student Non-Attendance

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

- provides a caring environment which fosters in students, a sense of wellbeing and belonging

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

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

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible. The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Procedures for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
24	7	31

* This number includes 12 full-time teachers and 12 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	24
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Review of Mathematical Assessment Interview (MAI) data to align teaching and learning strategies and a whole school focus.
Day 2	Two twilight sessions that involved the staff in PL based on the new Geography Syllabus and developing Units of Work and implementing Cultures of Thinking
Day 3	Our Spirituality Day - Understanding of Liturgy

SECTION FIVE: MISSION

As a Catholic community, the School shares in the mission of the local Church: “The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples.”

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to educate and form young people in faith. The School provides formal Religious Education as well as formational opportunities through which the students participate in the life of a Catholic community. Students are invited to serve others, especially the poor and those who are marginalised.

The School’s Religious Education (RE) program is based on the Broken Bay K-12 Religious Education Curriculum and aims to provide students with meaningful, engaging and challenging learning experiences that explore the Catholic faith, the purpose of life and how we live it.

Formational experiences 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 and making the world a better place.

St Patrick's Catholic School, East Gosford was established in 1910. Inspired by our Vision Statement and school motto, *Trust in the Truth*, we are committed to form and nurture Disciples of Jesus to achieve excellence in order to make a difference. We pride ourselves on living the faith through our daily actions as a loving, caring and welcoming Catholic community, with a strong religious dimension.

Our Catholicity resonates in all aspects of school life. Eucharistic Masses, Adoration of the Blessed Sacrament, prayer, classroom liturgy, Feast day celebrations, Social Justice Initiatives and Reconciliation are all experiences that contribute to the faith formation of our students and strengthen their relationship with God.

On each campus of St Patrick’s the school day begins with our school prayer. Classes pray traditionally and spontaneously throughout the day. Prayer tables in each classroom are signs and symbols of our Catholic identity; displaying the colour of the liturgical season, along with religious artefacts and tools for prayer. This year each class was provided with a new prayer box with a variety of equipment to support classroom liturgy including new prayer clothes, stoles and blessing oil. Our staff also engages in prayer once a week when we meet for staff meetings.

St Patrick’s fortnightly newsletters include a reflection of the week’s Gospel and promote upcoming events in our school and parish. We encourage parent participation and involvement in our Eucharistic celebrations. Where possible we provide examples of student learning in Religious Education to engage and enlighten our parent community. This year, Facebook has been a new and effective means of communicating with parents regarding our Masses and liturgies and other and activities held within our school.

We strive to provide faith formation opportunities for our parents and carers and in 2016 held two sessions: *Gratitude & Stillness* and *Letting Go*. We have also promoted parent prayer opportunities offered in our Central Coast Cluster by the Catholic Schools Office and have been well represented by our parent body.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) 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 2016 we began focussing on developing precision in the teaching of Mathematics. The teaching staff believe it is important that we have consistent practice across the English and Mathematics blocks so students know and understand learning expectations and routines, no matter the class in which they are learning. Extensive professional learning for staff has been an integral part of this process. The school leadership team continue to collaboratively and actively lead professional learning (PL). Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximise children's learning.

This journey has been aided by support from the Catholic Schools Office (CSO) with *Extending Mathematical Understanding* (EMU) and Best Start. This year the school began first wave EMU in Year 1 and Year 3. Considerable resourcing by way of releasing teachers, organising CSO personnel to work with and support teachers, and purchasing teaching resources has greatly assisted this journey. This included the resourcing of EMU Kits for all classrooms.

To understand the student's point of need and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the *Teacher Inquiry and Knowledge Building Cycle* (Timperley 2008). All teachers conduct a Mathematical Assessment Interview (MAI) on their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Data is collected to track the reading levels of the students across the school. Reading levels are tracked twice per term which is the catalyst for professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

Also in 2016 some of the teaching staff began PL based on '*Cultures of Thinking*' and we have begun to introduce elements of this into staff meetings and classrooms.

As stated previously students are given many opportunities to participate in a wide range of diverse activities such as sport gala days, Religious Education celebrations, debating, public speaking and lunchtime groups eg: choir, art, coding and knitting.

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SECTION SEVEN: 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 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	64.81 %	52.50 %	0.00 %	9.60 %
	Reading	70.37 %	49.40 %	1.85 %	11.50 %
	Writing	61.11 %	48.80 %	5.56 %	6.20 %
	Spelling	55.56 %	46.40 %	3.70 %	12.40 %
	Numeracy	46.30 %	35.60 %	11.11 %	13.40 %

NAPLAN RESULTS 2016		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	42.86 %	36.30 %	12.70 %	15.00 %
	Reading	42.86 %	35.30 %	17.46 %	15.50 %
	Writing	23.81 %	17.20 %	12.70 %	18.10 %
	Spelling	31.75 %	29.80 %	20.63 %	17.20 %
	Numeracy	30.16 %	28.30 %	6.35 %	16.50 %

NAPLAN Comments

It is pleasing to note that the school had a higher percentage of students in the top two bands

than the national cohort in all test areas. Additionally, the school had a substantially lower percentage in the bottom two bands in all test areas, except Year 5 Reading and Spelling. This is particularly pleasing in the areas of Numeracy where professional learning has occurred with a focus on catering for a diverse range of learners. We have begun implementing significant precision around the teaching of this area across the school in 2016. The high percentage of students achieving in the top two bands compared to the national rate is testament to the focus on the differentiation strategies developed and implemented and the improvement in the range of teaching strategies used.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Pastoral Care Policy

The School's pastoral care and student wellbeing policies 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 (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved

without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Initiatives Promoting Respect and Responsibility

At St Patrick's to ensure a consistent and positive approach to behaviour management we have in place *Positive Behaviour for Learning* and *KidsMatter* which are two initiatives that address behavioural, social and emotional learning. Both initiatives specifically address and teach the rule, "At St Patrick's we are respectful, responsible learners" where the children are guided to understand what being responsible and respectful means and therefore to act in an appropriate way in the community.

In 2016 the school began reviewing and making significant changes to our Behaviour Management policy. This will continue into 2017.

Students are encouraged to think about and support community service initiatives instigated by our *Mini Vinnies* group. These activities promote empathy and respect, and a commitment to action, to assist those less fortunate than ourselves.

An additional strong working group in our school this year has been the student representative council (SRC). The students regularly meet and have also promoted activities that support our local community and respectfully promote school student lead initiatives.

Year 5 as part of their leadership training in Term 4 run student led PBL lessons with Year 3 students. A part of their leadership program is to promote themselves as 'pastoral carers' of Year 3. Year 5 students have promoted a strong sense of belonging and improving overall student relationships.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

To improve the valued learning outcomes of students in Mathematics and to engage students in the new History and Geography curriculums through rigorous and authentic implementation of carefully developed units of work.

Our 2016 goal in Learning and Teaching was to improve the valued learning outcomes of students in Mathematics. The pleasing results in both NAPLAN and standardised testing in 2016 are indicative of the rigour and precision that has been put in place in English and Mathematics over the last few years. History and Geography units have been developed across all stages and implemented throughout 2016.

To provide a rich contemporary prayer and liturgical experience for students

Our Mission focus for 2016 was to provide a rich contemporary prayer and liturgical experience for students. Professional learning focused on explaining and understanding parts of a liturgy.

To improve the mental health and wellbeing of students.

Our Pastoral Care focus for 2016 has been for the staff to embed Social Emotional Learning (SEL) practices into St Patrick's teaching and learning and playground expectations

Priority Key Improvements for Next Year

To provide a rich contemporary prayer and liturgical experience for students.

Our Mission focus for 2017 is to enable students to independently plan and lead a liturgy.

For teachers to have an understanding of Governance and what this means for St Patrick's.

To improve the valued learning outcomes of students in Mathematics and to continue to engage students in the new Geography curriculums through rigorous and authentic implementation of carefully developed units of work.

Our 2017 goal in Learning and Teaching is to improve the valued learning outcomes of students in Mathematics by continuing to analyse data that will enable point of need teaching and consistent practices across the school.

To continue to develop and implement Geography units across all stages and to review and update the school scope and sequence for History and Geography.

To improve the mental health and wellbeing of students.

Our Pastoral Care focus for 2017 is continue to embed Social and Emotional Learning (SEL) practices into St Patrick's teaching and learning and playground expectations.

To continue to review the school's Behaviour Management policy in line with our learning of best practices to embed SEL.

SECTION TEN: 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 and carers have provided positive feedback about the many opportunities to engage with other parents and teachers and to be involved in their children's education and school life, such as: P&F meetings held every term, canteen, our bi-annual Trivia Night, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, CBA school banking, second hand uniform stall, school discos, Mother's and Father's day stalls, St. Patrick's day celebrations, Family Mass, Wellbeing week each term, Kinder Transition and Teacher Appreciation day.

The staff of St Patrick's are recognised by the parent community as being strongly committed to the learning and development of the children and as genuinely caring for students.

Student Satisfaction

Being in Year 6 in 2016 means that we are now given the opportunity to be student leaders of the school. This means that we are challenged to work on our leadership skills and to step up and set good examples for the rest of the school. The *Peer Support* program and Kinder buddies are ways that promote and support us in our leadership roles, giving us life long skills.

We are very aware of all the opportunities our school offers us to enhance our learning in all the Key Learning Areas. Activities such as public speaking, Maths Olympiad, debating, choir and sporting representation allow many students to display their talents both individually and as a team.

Social Justice is prominent at St Patrick's with groups such as Minnie Vinnies involved in fund raising activities to build awareness of the needs of the wider community. The Student Representative Council is another group elected by our peers which discusses ways to improve our school community.

Teacher Satisfaction

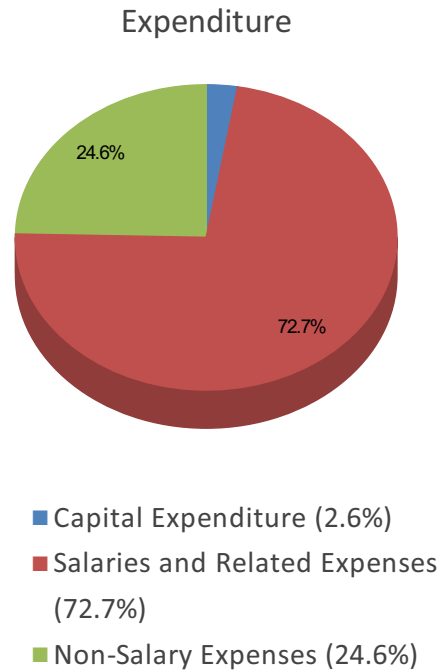
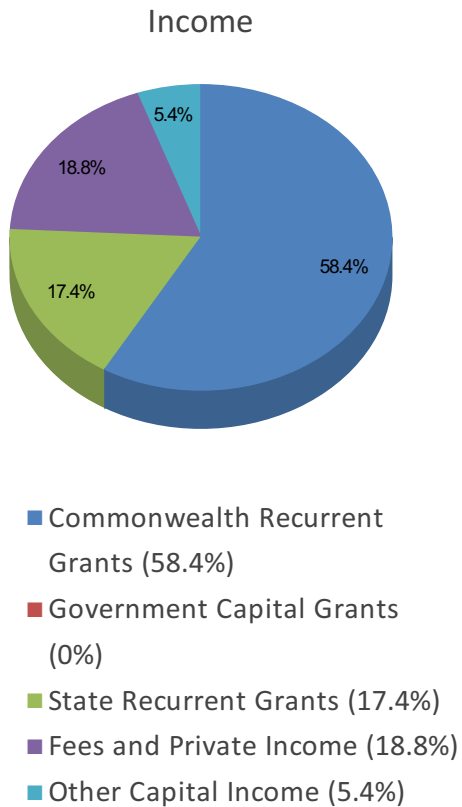
Staff were asked to provide open responses about the most valued aspects of St Patrick's. The most frequently nominated aspects were:

- strong sense of community within the relationships with families and the parish
- professional learning opportunities for all staff
- consolidation in teaching practice in English, Mathematics, Science, History and geography
- professional learning - developing History and Geography units, liturgy development
- Overnight Spirituality PL

- continuing development of behaviour strategies and playground changes
- pastoral care of staff dealing with family issues
- focus on wellbeing, for example the Wellbeing week each term
- emphasis on respect for everyone at school - teachers, students, parents
- leadership opportunities for students: peer support, buddy program, leadership camp
- Italian and Music taught across the school, K – 6
- support from librarian in ideas, lessons and resources
- our learning support team
- our amazing Administration staff.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).



RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,658,211
Government Capital Grants	\$0
State Recurrent Grants	\$792,261
Fees and Private Income	\$853,611
Other Capital Income	\$247,821
Total Income	\$4,551,905

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$113,696
Salaries and Related Expenses	\$3,128,177
Non-Salary Expenses	\$1,060,517
Total Expenditure	\$4,302,390