



CATHOLIC SCHOOLS
Broken Bay

2022

ANNUAL SCHOOL REPORT



St Patrick's Catholic Primary School

Cnr York and Melbourne Streets, EAST GOSFORD 2250

Principal: Mrs Cheryl Walsh

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). 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

Principal's Message

Inspired by our motto 'Trusting in the Truth' and St Patrick, we strive to live the faith through our daily actions as a loving, caring and welcoming Catholic community. St Patrick's is committed to providing quality education steeped in Catholic values and traditions.

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 for students. 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 procedures and practices. The continued work on student wellbeing through the Be You 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; assisting in classrooms; helped at the swimming, athletics and cross country carnivals; school excursions; second hand uniform shop; St Patrick's Day celebrations; Family Masses; Well-being Week and Teacher Appreciation Day.

The P&F was excited to contribute funds towards the upgrading of the the playground equipment which we have been fund raising for and will continue to. The Primary playground is in need of some equipment for the students to engage with during recess and lunch breaks. We look forward to seeing plans for this area. While still trying to raise funds for this, we are also aware that if the CBGA application is successful, the work in this area will wait until the building works have been completed.

The introduction of a new option for the girl's winter uniform - a new short sleeve style blouse has been successfully implemented. We completed the change of the material for the school

tracksuit and this will be available at the end of 2022 and for the beginning of the 2023 school year. We hope this will be ready by 2023.

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. Last year we were able to do the things again that we couldn't during COVID. We once again focused on the wellbeing of students which culminated in Wellbeing week each term as a whole school. The students had opportunities to participate in many different activities, with a different theme, for example, 'meditation' and 'Harmony'. The peer support sessions on resilience, teaching the whole school how to bounce back when times are tough, reinforced the wellbeing of others.

The continued 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 Reconciliation, First Eucharist and Confirmation. Now Confirmation occurs for the students in Year 3 (or older) and Reconciliation and Eucharist for students in Year 4 or older.

Last year also saw the introduction of the new K-2 Religious Education Curriculum based on Godly Play. Kindergarten began using Godly Play to discuss the stories from the Bible. Year 1 will continue this work in 2023.

We were able to continue our whole school masses to celebrate the many special days - St Patrick's Day, Mother's Day and Father's Day and Grandparents' Day, where our family members were able to join us once again. We also celebrated many other feast days during the year as a whole school.

In 2022 Sport resumed as before COVID. We were able to have our Athletics, Cross Country and Swimming Carnivals, and we participated in the Cluster for these events. We were also able to participate in Sport in Schools Activities, Gymnastics and the surf fun days for the Primary students. The swimming program for the Year 1 and 2 students was also able to go ahead.

We were also able to participate in the Diocesan Public Speaking event once again. Not only did one of our Year 6 students win the cluster final, but he went on to win the Diocesan Final as well.

It was great to finally be able to participate in things once again.

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 first 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, 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.

The School's current enrolment is 371 students which has remained reasonably steady over the last few years. The 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, Springfield, Erina and Green Point in the east as well as from the local surrounding areas of Gosford and East Gosford. This demographic contains a vast spread of socio-economic backgrounds. There are approximately 100 students from a language background other than English (LBOTE), with 36 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. Aspect Satellite classes for children with autism are situated on both campuses, with a total enrolment of nineteen children in these classes.

In 2021 we had an additional Kindergarten class, making three classes in total and also 15 classes across the school, an increase from 2020. In 2022 we had two Kindergarten classes once again, maintaining the total of 15 classes.

In 2022 we began to return to our usual activities with the end of COVID restrictions and lockdowns. Music lessons and small group classes for the different instruments returned to face to face. Our Playgroups continued as usual, as did the surf days and swimming program; class excursions and overnight camps for Years 5 and 6. Public Speaking within the Cluster and Diocese continued, with St Patrick's winning both the Cluster and Diocesan Finals. We were able to celebrate St Patrick's Day, Mothers', Fathers' and Grandparents'

Days; and the students also participated in an 'Andrew Chinn' Workshop and Concert for Easter.

Our Kindergarten Transition Program continued as usual with both students and parents participating.

Student Profile

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022. Additional information can be found on the [My School website](#).

Girls	Boys	LBOTE*	Total Students
190	182	130	372

* Language Background Other than English

Enrolment Policy

The [Enrolment Principles](#) temporarily supersede The Enrolment Policy for Diocesan Systemic Schools (2013) and are being followed by the School for enrolments for 2023. As inclusive and evangelising communities, we welcome every family who would like a Catholic education for their children. Catholic Schools Broken Bay (CSBB) strives to respond to the needs of all students, within the constraints of our available resources. We believe all students should have access to our schools which offer educational opportunities that nurture the Catholic faith, expand life choices, cater for the disadvantaged, and challenge all students to reach their full potential. Our schools are explicitly evangelical, catechetical and address (with the support of our parishes and agencies), the faith formation of our school communities. Copies of these principles and other policies in this Report may be obtained from the [CSBB website](#) or by contacting CSBB.

Student Attendance Rates

The average student attendance rate for the School in 2022 was 86.80%. 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
86.90	87.20	88.10	87.50	84.60	89.40	84.70

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

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	35
Number of full time teaching staff	15
Number of part time teaching staff	9
Number of non-teaching staff	11

Total number of teaching staff by NESA category

All teachers employed by the School are qualified to teach in NSW. Additionally, all teachers at this School who are responsible for delivering the curriculum are accredited with NESA and hold a Working with Children Check.

Teachers at this School are either accredited as conditional, provisional, proficient or highly accomplished as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Catholic Schools Broken Bay in our 44 schools at these levels is as follows:

- Highly Accomplished: 3 teachers
- Proficient: 1333 teachers
- Provisional: 91 teachers
- Conditional: 35 teacher

Additionally, there are approximately 30 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

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

involved in PL opportunities during the year related to improving student outcomes. The following provides specific information relating to the focus of three of these staff development days.

Summary of professional learning at this school

In 2022 the staff were involved in the following professional learning opportunities.

Whole school SDD - Towards 2025

Whole school SDD - Assessment and Data

Whole School SDD - Staff Spirituality Day (RE)

Two whole school Twilight Meeting - Interpreting and analysing data

Two whole school Twilight Meetings - Catholic Charter

The staff have also been involved in professional learning for Maths, Spelling and RE

Catholic Identity and Mission

As a Catholic community, the School shares in the mission of the local Church. The [Diocesan Mission Statement](#) is our statement of shared common purpose: "The Diocese of Broken Bay exists to evangelise, to proclaim the Good News of Jesus Christ, gathered as friends in the Lord and sent out to be missionary disciples."

In partnership with parents as the first faith educators of their children and the local parish community, the School seeks to provide authentic, professional Catholic Education, inspiring hearts and minds to know Christ, to love learning, to use their talents to be the very best they can be. Our vision, purpose and all we do is founded on faith in Jesus Christ, and informed by Christian values including faith, joy, witness, compassion, and courage.

The School's Religious Education (RE) program is based on the [Broken Bay K-12 Religious Education Curriculum](#) and aims to provide students with meaningful, engaging and challenging learning experiences that explores the rich diversity of the Catholic faith and ways in which we live it. A new Religious Education Curriculum is being developed to further enhance the learning experience for all. This was implemented into all Kindergarten and Year 7 classrooms in 2022 and will continue to grow over the coming years. These programs include formal Religious Education as well as retreats, spirituality days and social justice opportunities in which students are invited to serve others, especially the poor and those who are marginalised.

Faith formation opportunities are provided for students, staff, parents and caregivers. Students regularly celebrate Mass and pray together. Students are invited to participate in age appropriate sacramental and missionary activities aimed at living out their mission as disciples of Jesus.

Inspired by the School's Vision Statement and motto, Trust in the Truth, staff are committed to form and nurture disciples of Jesus to achieve excellence in order to make a difference. Additionally, the School prides itself on living the faith through daily actions as a loving, caring and welcoming Catholic community, with a strong religious dimension.

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 students and strengthen their relationship with God.

The day begins with the School prayer. Classes pray traditionally and spontaneously throughout the day. Prayer tables in each classroom are signs and symbols of the School's Catholic identity. These tables display the colour of the liturgical season, along with religious artefacts and tools for prayer. Percussion instruments to enhance class-based liturgies were added to the class prayer boxes and a number of 'Godly Play' sets have been purchased or

made to supplement many of the bible stories, which is an important part of the new K-2 Religious Education Syllabus introduced in 2021 and continued to be implemented in 2022. Staff also engage in weekly prayer at staff meetings.

Fortnightly newsletters include a reflection of the week's Gospel and promote upcoming School and Parish events. Parents are encouraged to participate and be involved in Eucharistic celebrations. Where possible examples of student learning in Religious Education (RE) lessons are provided to engage and enlighten the parent community. Facebook and Compass have continued to be an effective means of communicating with parents regarding our Masses and liturgies and other activities held within the School. Digital signage also allows for effective communication with the public about upcoming Masses and other relevant parish information.

Parents were involved directly in our celebration masses and class liturgies. Each grade also held student prepared/led liturgies in Terms 2 and 3.

In October 2022, our church was established as a 'Shine to St John Paul II'. This was a very special celebration in the parish.

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.

In 2022 as a school we continue to develop precision in teaching Mathematics as the staff continued their journey with EPMC - Extending Persistence Maintaining Challenge - for Maths, at a school level. The School Leadership Team continue to collaboratively and actively lead PL. This included professional learning with EMPC and PLCs based on Mathematics and English. The new English and Maths K-2 Curriculum was investigated and the implementation of the K-2 RE Curriculum continued. Extensive staff Professional Learning (PL) has been an integral part of this process.

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 CSBB. The purchasing of teaching resources and Decodable Readers for students has greatly assisted this journey and the implementation of the new English Syllabus. Professional Learning Community Meetings (PLC) continued fortnightly to enable staff to continue their professional dialogue on Maths and English.

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) with each student 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. Other forms of data are collected which include Progressive Achievement Tests (PAT) Maths, PAT Reading and Comprehension and Spelling.

In 2022 saw the teaching staff refine their use Inquiry Based Learning to program for HSIE/ Science and continued to embed Cultures of Thinking. We also began investigating into the new K-2 Syllabuses for English and Maths

There has been significant resourcing of Decodable Readers in 2022 and this will continue into 2023.

Student Performance in Tests and Examinations

NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand. Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions. Additional NAPLAN student performance information can also be accessed from the My School website

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	72%	52%	0%	12%
	Reading	79%	54%	2%	11%
	Writing	61%	50%	0%	7%
	Spelling	64%	48%	0%	15%
	Numeracy	55%	34%	0%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	38%	31%	5%	14%
	Reading	54%	39%	5%	11%
	Writing	28%	25%	8%	18%
	Spelling	35%	37%	8%	14%
	Numeracy	41%	25%	5%	16%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Pastoral Care Policy for Diocesan Systemic Schools](#). This policy is underpinned by the guiding principles from the National Safe Schools Framework (2013) (NSSF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a prerequisite for effective learning in all Catholic school settings. The Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System (the Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. The policy was revised in 2019 to align with the [Australian Wellbeing Framework \(2018\)](#) for implementation in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Support Policy for Diocesan Systemic Schools](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the CSBB website or by contacting CSBB. There were no changes made to this policy in 2022.

Anti-Bullying Policy

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

this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Complaints Handling Policy

The School follows the [Complaints Handling Policy and Procedures for Diocesan Systemic Schools](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner, recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSBB website](#) or by contacting CSBB. There were no changes made to this policy in 2022.

Initiatives promoting respect and responsibility

The Positive Behaviour for Learning (PBL) program is in place to ensure consistency in behaviour expectations and to support student wellbeing. Staff 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. Each fortnight students are taught a different aspect of this rule. Awards are given to students who have followed the PBL rule for the fortnight. The School continues to review, update and implement its Behaviour Management guidelines and procedures. Each class works towards a mid-term and term goal for 'Gotchas' based on the PBL rules. This results in a class reward twice per term.

Students are encouraged to think about and support community service initiatives initiated by the School's Mini Vinnies group. These activities promote empathy and respect, and a commitment to action, to assist those less fortunate than ourselves. The School's Student Representative Council (SRC) is a strong and integral working group. Students regularly meet and promote activities, including student-led initiatives, to support the school community. Examples of these activities were fundraising for Caritas and supporting St Vincent De Paul through the winter Appeal.

The Year 6 students were trained in Peer Support once again in 2022. They successfully led mixed groups of students from K-5 based during Term 3.

The Year 5 overnight leadership camp went ahead. The students were involved in a three day camp at Point Wolstoncroft. They participated in a number of different activities over the three days to develop their leadership skills and to display their leadership qualities, before voting for the 2023 student leadership positions.

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 have been captured in the Towards 2025 Strategic Plan.

Key Improvements Achieved

We continued to implement the Diocesan Towards 2025 strategy.

Mission Goal: To implement the new K-2 RE Diocesan Curriculum.

The school has been able to embed the new K-2 RE Curriculum successfully.

We also led staff spirituality in an understanding of the Diocesan Catholic Charter.

Learning and Teaching Goal: Investigate the new English K-2 and Maths K-2 Syllabuses. Investigating phonics and decodable readers.

We were able to professional develop the whole staff in a greater understanding of the new Syllabus Documents, so that staff are ready to implement these in 2023. We also purchased Decodable readers for students inline with the new K-2 Syllabus.

Pastoral Care Goal: Re-establishing social networks and personal wellbeing post COVID lockdowns. To review the school behaviour management procedures inline with PBL.

We introduced Stage Family BBQ in 2022 to enable a sense of community which were very successful and well supported. We were also able to hold our many family celebrations - St Patrick's Day, Mother's Day, Father's Day and Grandparent's Day.

Our Behaviour Management procedures were reviewed and changes implemented in line with PBL which enabled us to re-introduce our PBL rules.

Our Wellbeing Week each Term continued with a different theme each term.

Peer Support lessons were successfully implemented.

Priority Key Improvements for Next Year

Continue to implement the Diocesan Toward 2025 Strategy.

Mission Goal: To continue implement the new K-2 RE Diocesan Curriculum into the school, especially in Year 1.

Continue the staff spirituality formation

Learning and Teaching Goal: Investigate the new English 3-6 and Maths 3-6 Syllabuses. and continue to implement the K-2 Syllabus documents.

To establish Coaching Cycles with a focus on 'Improving the written language of students, through spelling'.

Pastoral Care: To continue to review our Behaviour Management Procedures and PBL as well as to continue to focus on the wellbeing of students and staff through our Wellbeing Week each term.

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

In 2022 we were able to have our usual activities that once again saw parents and carers participation. These activities were well supported and quite successful. Parents were able to provide positive feedback about the opportunities they were able to engage with other parents and teachers and to be involved in their children's education and school life. This included: Three Parent Teacher interviews opportunities face to face and via zoom, Stage Family BBQs, P&F meetings held every term, canteen, swimming carnival, class excursion, second hand uniform shop, St Patrick's Day celebrations, Mother's Day, Father's Day and Grandparent's Day, Wellbeing week each term, Kinder transition program and Teacher Appreciation Day.

Parents were also invited to complete the 'Tell Them From Me' Survey.

We often survey parents for their feedback after major events.

In 2022 the Parent Advisory Team (PAT). This is something we will begin again in 2023.

Student satisfaction

Year 6 students are all given the opportunity to be student leaders of the School. Students are challenged to work on leadership skills and to set good examples for the rest of the School. The Kinder buddies program is a way that promotes and support students in their leadership roles and foster life long skills. Peer Support Lessons also enable the Year 6 students to promote their Leadership Skills.

The Year 5 Leadership Camp, the previous year, enabled current Year 6 students participate in a variety of Leadership activities and to look at this very important role as well as enabling the selection of School and House Captains.

Students are very aware of all the opportunities the School offers us to enhance learning across all KLAs. Activities such as public speaking, Maths Olympiad, debating, choir, band and sporting representation allow many students to display their talents both individually and as a team. A number of our students have participated in Diocesan Sporting events.

Students report that opportunities provided through social justice activities builds awareness of the needs of the wider community. They are also surveyed or provide input into other parts of the school life. EG: our Behaviour Management procedures and designing playground improvements, bringing ideas to the SRC for consideration.

Students in Year 4 - 6 participated in the 'Tell Them From Me' survey.

Teacher satisfaction

Staff are always consulted about different aspects of the school and before new initiatives are introduced. Staff were asked to provide open responses about the most valued aspects of their School. The most frequently nominated aspects were: strong sense of community within the relationships with families and the Parish; PL opportunities for all staff - new K-2 English and Maths Syllabuses consolidation in teaching practice in Mathematics (EPMC), Science, History and Geography; implementation of the new K-2 RE Syllabus; continuing development of behaviour management 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; the work and support of the librarian, learning support team and amazing administration staff.

Staff were kept up to date with all communication involving the CSBB Strategy and were very appreciative of the information passed on. Staff actively participated in staff meeting and fortnightly PLCs, PBL/Wellbeing Meetings and are encouraged to voice their opinion. They also participated in the 'Tell Them Form Me' survey.

After listening to staff suggestions, zoom business meetings and Term 4 Parent Teacher Interviews continued in 2022.

Financial Statement

Consistent with the NESAs requirements, financial income and expenditure for the School in 2022 is shown below. More detailed financial data is available on the My School website. Diocesan system financial reporting can be found in the Broken Bay Diocese Annual Report.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$3,791,716
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,008,567
Fees and Private Income ⁴	\$1,016,632
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$1,604
Total Income	\$5,818,520

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$82,333
Salaries and Related Expenses ⁷	\$3,794,113
Non-Salary Expenses ⁸	\$1,348,330
Total Expenditure	\$5,142,444

Notes

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

END OF 2022 REPORT