

2022

Message from key groups in our community

Principal's Message

St Patrick's Annual School report reflects a snapshot of our school in 2022, our first full year of Face-to-Face teaching in two years. We are a proud Catholic school built on Awabakal land. Our school is steeped in tradition and shared beliefs. Founded by the Sisters of St Joseph's, we take great pride in our Josephite heritage. We are committed to creating and fostering a caring community where parents, teachers and students work together in mutual support and respect. It is this community aspect of the faith we share that sets the tone of our Catholic school.

Our staff are dedicated, hard-working and professional. We all strive to provide the best environment for our students to grow in all facets of life. Our aim is to encourage lifelong learning and wellbeing, developing in our students, the skills needed to be active and responsible citizens of the future.

St Patrick's is a community with a culture of continuous improvement. Our teaching staff demonstrate a deep understanding of how students

most of which raised impressive funds which will go directly towards improvements within our school for the children.

The school initiates clear, consistent & positive communication throughout the year which is received by families via various avenues: - email, compass alerts & social media posts, ensuring it reaches its intended audience. There is always a sense of openness for school community members to be heard by staff & management and constant opportunity to be involved in

School Features

St Patrick's is a Catholic co-educational Kindergarten to Year 6 systemic school in the Diocese of Maitland-Newcastle. It is one of three schools within the Parish of Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale. Most of the school's students transition to high school at St Mary's Catholic College, Gateshead.

The Sisters of St Joseph opened St Patrick's Primary School, Swansea, on Tuesday 29 January 1952, with 30 students in attendance on the site in Wood Street where McDonalds now stands. The founding principal was Sister Virgilius Perkins. In 1971, the school was rebuilt on the original site at McDonalds. In 1977-78, the school was relocated to its present site on the shore of Black Ned's Bay. The church, classrooms and cottages were transported on large trucks from the original site. Sr Ellen Shanahan was the principal at the time of this move. It was Sr Ellen who developed our present school logo and school motto, "Grow in Hope". In 2006, the school was demolished to make way for the buildings we currently occupy. Bishop Michael Malone blessed and officially opened the new school on 23 February 2007. The words of St Mary of the Cross MacKillop have a powerful resonance for us at St Patrick's:

"Gratitude is the memory of the heart ... Be full of hope in God who has been good to us all."

Indeed, we owe a great debt of gratitude to the Sisters of St Joseph and the early parishioners of Swansea, who saw a need for a Catholic school and allowed it to grow. The Gospel message calls us to "Grow in Hope". With a rich tradition of Josephite education, the future of our students is filled with hope.

At the end of 2021, it was decided to review the Parent Engagement Group (PEG) model. The focus this year was to re-establish connections and relationships with and among our parent body post Covid restrictions. Our efforts were on 'friend-raising' instead of fundraising. We are blessed to have parents who actively volunteer to run the canteen and uniform shop as well as organise events for the school community. Our parents and grandparents are happy to help out with reading groups and sporting activities and to work collaboratively with the staff to achieve the best outcomes for the students.

The students have many opportunities to represent in a variety of academic and sporting endeavours. In 2022, our students competed in the Regional Catholic Schools Public Speaking and Debating competitions with two students successfully competing at the Diocesan Public Speaking. The students represented the school at Regional, Diocesan and Polding levels in a diverse range of sports including swimming, athletics, cross country, netball, soccer, cricket, touch football, softball, hockey and tennis. Two students proudly represented at Polding level, one for softball and one for athletics with one student

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
82	53	9	135

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2022 was 86.68%. 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
86.18	87.20	86.80	87.22	85.29	86.34	87.70

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	22
Number of full time teaching staff	9
Number of part time teaching staff	5
Number of non-teaching staff	8

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient 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 Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 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 development of each staff member is highly valued. Professional learning 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 Catholic Schools Office

Summary of professional learning at this school

Staff development days were grounded largely in the research of Dr Lyn Sharratt ('Clarity: What Matters Most in Learning, Teaching and Leading'). The focus being around

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Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular

Mission and St Vincent de Paul. The Winter and Christmas appeals for St Vincent de Paul being generously supported by the community.

Our 2022 Annual Strategic Improvement goal directed the school's focus towards the formation needs of the staff and students. Data was collected to advise the writing of a new 3-year Formation Framework. This framework will assist the staff and community how to address the growing formation needs of the school community.

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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

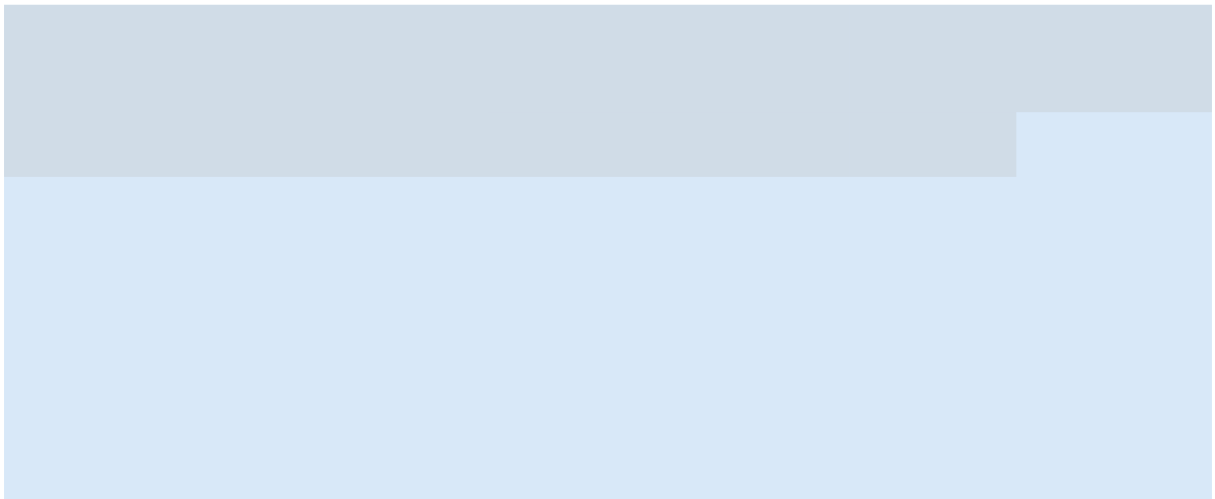
The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Patrick's is a community with a strong and optimistic commitment to school improvement and student wellbeing. We embrace and initiate change to achieve our core objective – to improve learning outcomes for all students. St Patrick's challenges all students to fulfil their potential in

intervention and support. All children in the early years have the opportunity to develop their sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning in the arts and technology. Our Kindergarten teacher and Learning Support teacher visited the preschool settings for the students entering St Patrick's Kindergarten in 2023. This partnership allows our students the best possible start.

At St Patrick's, we continue to provide quality support for students with additional needs. We offer a variety of support programs such as MiniLit, MacqLit and Spell-It and have passionate aids working in classrooms. As a Gifted Education Lead School with a Gifted Education Mentor (GEM), we have been able to identify our gifted learners and implement programs, including a Virtual Academy, to help meet student needs. This year we have focussed on educating students around Growth Mindset to support their social, emotional and academic needs. This year we introduced guitar lessons and a variety of lunch club activities including drumming, painting, STEM and singing to further engage with students and their interests and abilities.

Our Year 5 and 6 students are part of our BYOD program (bring your own device). All classrooms incorporate the use of Interactive TVs, computers and relevant interactive programs.



Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ

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Additionally, student wellbeing, respect and responsibility has been supported through:

- participating in planned activities and liturgies for Har566 Har56vc
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School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2022 there were many areas of improvement undertaken across the school environment. The Key improvements achieved are:

1. Student Wellbeing: The emotional and physical well-being of our students is at the heart of what we do at St Patrick's. As such, priority has been given this year to developing a new whole school Wellbeing Framework. With a focus on the voice of the child, we have taken the time to really listen to what our students need and want. An increase in student engagement has been made as well as an improvement in students adapting a growth mindset in their work and social interactions. There has been a noticeable decrease in playground issues with students being more able to articulate how they are feeling and finding better ways to solve problems.
2. Professional Learning in Numeracy: During 2022, the staff continued to work as a Professional Learning Team with a focus on improving Mathematics Number strategies. Through professional development in implementing the Leading Learning Collaborative framework, staff deepened their pedagogy around learning intentions, success criteria, feedback, assessment and setting individual goals in Numeracy. Teachers successfully tracked student achievement of Mathematics using the Progressions. Our GEM and PM continued to build teacher capacity in teaching Numeracy with a focus on differentiation, agreed practices and programming.
3. Formation: Staff and student faith formation continued to be a focus for 2022. Staff participated in ongoing faith formation opportunities. More staff undertook professional learning opportunities.

Priority Key Improvements for Next Year

During 2023, we aim to:

1. Launch our whole school Wellbeing Framework and ensure all key stakeholders know, understand and use the skills to make positive and healthy choices to support student learning and achievement.
2. Further develop individual formation plans for staff which will draw on Accreditation to Work, Teach and Lead requirements, personal interest areas and career aspirations formation.
3. Ensure agreed practices, Learning Intentions, Success Criteria, descriptive feedback,
- 4.
- 5.

Community Satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement

community events and the low rate of staff absences are indicators of staff satisfaction at St Patrick's.

The staff value the professional development opportunities offered to them and are always seeking ways to enhance their teaching practice and pedagogy to improve student outcomes and wellbeing. The staff work as a team and support each

