

2023



St Patrick's PS

Message from key groups in our community

Principal's Message

St Patrick's Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland- Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. Currently, our school is experiencing healthy growth in enrolments.

Our school is an integral part of the St Patrick's Parish community deeply committed to the faith development of students and staff. Together we are committed to deepening each students' knowledge of the Catholic story and teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others.

Parent Body Message

A very active P & F Association contributes enormously in their partnership with our school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

It has been a positive year for the St Patrick's Parents and Friends' Association (P&F), who have supported many and varied opportunities for parent involvement in school life. Activities have included the Picnic Family Night, Book Week activities, Grandparents Day, Christmas Craft Day and Xmas Family Night. The committee managed to raise approximately \$9500 through fundraising initiatives which included operation of the Athletics Carnival Canteen, Hot X Bun drive and Easter Raffle, Mother's Day and Father's Day stalls, Mango Drives, and special morning teas and breakfast for Father's Day. Our school canteen benefited from the purchase of a commercial toaster, valued at \$1,600.

Our committee hosted a special meeting this year, joined by the president of the Federation, to inform discussions and decision making regarding the proposed transition to a Parent Engagement Group (PEG)/Family

provides an opportunity to learn to identify and display effective communication and interpersonal skills. Our School Leaders take an active role in all aspects of the school community and work with others to achieve the best possible outcomes. Our school leaders represent the school body at Diocesan and community events and are positive role models for all students with regards to behaviour and presentation.

Our school leaders are elected by the student population to the following positions: MJR leaders, Social Justice leaders, Stewards of Creation leaders, Engaging Community leaders. Elections are conducted by staff. Students from Years 2-5 vote for those nominated for leadership positions. Results are presented to the Principal for consideration. Other students in Year 6 are added to Teams to support specific school and community activities within the school.

Our four colour houses are named to acknowledge and celebrate key figures in our history who reflect integral elements of the 'MacKillop Spirit' and the 'Josephite charism', which are at the heart of the school St Patrick's is today.

These elements run through every part of our school community, but each house takes a special role in upholding and representing a characteristic of the 'Josephite Way'.

Two colour house leaders are elected to represent each of the following houses: Dirkin, MacKillop, Murray and Tenison.

Two student representatives are elected to hold student leadership positions to lead the AEC. The AEC promotes and encourages engagement of Aboriginal & Torres Strait students from all year groups and differing Aboriginal nations. Students gather together to engage in cultural awareness activities and deepen their understanding of country and identity.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
273	290	50	563

* 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 rationalfile

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	65
Number of full time teaching staff	20
Number of part time teaching staff	22
Number of non-teaching staff	23

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly accomplished teacher
- 1 Lead teacher

Additionally, the school has 5

there

Summary of professional learning at this school

The Professional Learning focus in 2023 continued the CSO Leading Learning Collaborative system initiative based on the research of Dr Lyn Sharratt. Learning for teaching staff was delivered in a systematic and planned way at whole staff meetings (Professional Learning Community Meetings) and pupil free days. Staff also participated in grade meetings (Professional Learning Team Meetings) to support the improvement of student learning.

Our staff also engaged with the LIFT initiative examining the Teaching and Learning Cycle model for teaching literacy across the Key Learning Areas, based on the notion of having high expectations supported by strong scaffolding and explicit teaching. Carefully ordered activities were implemented to build students' knowledge and abilities in order to experience success.

During 2023, staff also undertook whole staff professional learning in the following areas:

- Faith Formation Opportunities
- Staff Retreat - Strengthening Teacher and Staff Wellbeing
- MJR Refresher
- CPR & Emergency Care

communication technology, critical and creative thinking, spirituality and personal, emotional and social wellbeing.

Our teachers have a shared vision for curriculum practice, providing rich opportunities for all students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving.

The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content.

The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops and iPads from Kindergarten to Year 3, similarly develops stud

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 teachingform

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NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	79%	64%
	Reading	79%	74%
	Writing	79%	66%
	Spelling	79%	69%
	Numeracy	86%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is

fortnightly. In the odd fortnight (odd weeks) where groups were not meeting, Year 6 were guided by their teachers on the next session to lead.

The content for group sessions focused on the 'Making Jesus Real' focus linked to the MJR scope and sequence.

During the 2023 school year, students marked the start of Lent with the traditional pancake breakfast, participated in the St Vincent de Paul Winter Appeal (in which students wore their winter PJs to school) and supported Catholic Mission with Crazy Sock Day, Crazy Hair Day and Mission Day.

Anzac Day was respectfully, reverently, and solemnly acknowledged, in a ceremony led by our Year 5 students to mark and remember the selfless generosity of the ANZACS and all those in the Defence Forces. Our school leaders attended the local Anzac Day ceremony, held at Maitland Park, where a wreath was laid, and a book donated.

Liturgies or masses were held to recognise Catholic Schools Week and Holy Week. Indigenous Australians were honoured during Reconciliation Week, NAIDOC Week and National Sorry Day. The concept of reconciliation was explored through exposure to reflection, stories, YouTube clips and library activities. Our aboriginal families were invited to attend a picnic and took part in the establishment of a Native Bee Flower Garden.

Harmony Day was celebrated to pay respect to other cultures in our community and students took part in a poster competition, celebrating inclusivity and diversity in our school community and our country. A team of students from our school travelled to Sydney to receive their award as Northern NSW Winners of the National Poster Competition.

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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

1. Priority was given to the improvement in Religious Literacy in Year

2.

3.

1.

2.

291 students in Years 3-6 responded to the survey.

Teacher satisfaction

- Student wellbeing at school is viewed as important by staff.
- Staff clearly understand student wellbeing and its impact on learning and development.
- The school is perceived as welcoming, inclusive and respectful for students.
- Students' spiritual growth is supported.
- There is shared responsibility and accountability for a safe and supportive environment for students.
- Students are well supported in their academic growth.
- Staff know, value and care for students.
- Staff have a strong sense of the diverse learning needs of students.
- Staff feel confident in making adjustments and differentiating learning.
- All students are supported to be successful learners.

56 staff responded to the survey.

Financial Statement

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$6,008,164
Government Capital Grants ²	\$115,165
State Recurrent Grants ³	\$1,669,409
Fees and Private Income ⁴	\$1,525,688
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$399,924
Total Income	\$9,718,350

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$719,845
Salaries and Related Expenses ⁷	\$6,551,132
Non-Salary Expenses ⁸	\$3,295,917
Total Expenditure	\$10,566,894

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