



# St Patrick's Primary School

## 2024 Annual School Report



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## Introduction

### **About the Annual School Report**

St Patrick's Primary School is registered by the New South Wales Education Standards Authority (NESA) as a member of the Catholic system of schools in the Diocese of Parramatta.

The Annual School Report provides parents and carers and the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes the achievement of school development priorities in 2024 and gives information about the next years priorities.

This Report is a legislative requirement under the Schools Assistance Act 2008 and the Education Amendment Act 2004.

The information in this Report is complemented by the school website where other school publications and news can be viewed or obtained from the school.

## Key Messages

### From the Principal Mrs Monica Fitzalan

I am proud to present to you the 2024 Annual School Report for St Patrick's Primary School, Blacktown. Inspired by our mantra for 2024, 'Never See a Need Without Doing Something About it', students were able to develop an understanding of the key Mercy values, as the foundation of teaching and learning in our St. Patrick's Primary School community. At St Patrick's Primary School, our mission is to celebrate a diverse, Christ-centred community, where all members collaborate to provide a learning environment that nurtures the holistic development of each individual, made in the image and likeness of God.

We believe:

- In a Christ-centred community which celebrates our Catholic faith and tradition.
- That student-centred, individualised teaching and learning fosters lifelong, independent learners.
- That an inclusive and nurturing environment supports the personal growth of all students.
- That students, staff, parents, parish and the wider community working in partnership, enhance the learning of all students.

St Patrick's Primary School has a long tradition of providing a welcoming and inclusive environment that fosters a lifelong passion for learning. We are proud of the multicultural dimension of the school which adds to the richness of life at our school. Our Catholic faith underpins all aspects of school life, developing in our students a deep understanding and appreciation of their faith.

St Patrick's Primary School is committed to excellence in teaching and learning. Students are engaged in challenging learning through differentiated and meaningful experiences. The school works in partnership with parents to provide opportunities for parent involvement in learning and community life. Teachers maintain regular communication with parents through informal and formal meetings, with the school reporting formally to families, twice a year.

I would like to take this opportunity to wish our Year 6 students many blessings as they transition to high school.

The Annual School Report is a government initiative that allows our parents and carers to gain information about some of the structures and performance of our school and its role in the wider community. It is, however, a written document that cannot replace that very real and human need for personal interaction. We invite all parents and carers who wish to discuss any aspect of this report to make contact and work with us collaboratively.

### **From the Parents/Carers**

At St Patrick's Primary School, the Fundraising Committee meet once a term to discuss and receive updates on educational, pastoral and maintenance matters pertaining to the running of the school. Parents are encouraged to become involved and they enjoy a strong partnership with the school. The Fundraising Committee, through numerous activities such as raffles and Food Day initiatives, were able to provide funds for the purchase of iPads and technology. Parents were keen supporters of all initiatives in 2024.

Parents are always welcome and invited to the Sacramental, liturgical and social celebrations held during the year. In 2024, we held a wonderful Book Parade and picnic as well as a Reading Afternoon that parents/carers were invited to. Parents also assisted with our very successful Book Fair.

We look forward to continuing to grow our strong partnership in the years to come.

Parents and carers were formally surveyed in a centrally administered feedback system that provided information to staff about their child's experience and their own experience of school. The results will be used to look at further improvements at the school.

### **From the Students**

2024 at St Patrick's Primary School was a great year of fun and learning with our friends. Sport, reading, Liturgical celebrations, Buddies and the St. Patrick's Day celebrations were wonderful. We also had many social justice initiatives, such as Toastie Thursdays and the Water Challenge. Our Cross Country and Athletics Carnivals were fantastic occasions, as was the ZING Fun Day for Year 6. For the first time, many students took part in the ZING/Dance Fever Challenge at Homebush, demonstrating wonderful dance skills, community involvement and an opportunity to showcase fabulous talent!

We were grateful to have new technology to use and opportunities to take part in gymnastics and Dance Fever - ZING. We know we are blessed to be part of this great learning community. We look forward to another outstanding year for St Patrick's Primary School in 2025.

Students at the school were formally surveyed in a centrally administered feedback system that provided information to staff about the students and their experience of school.

## School Context

### History of the school

St Patrick's Primary School opened with 35 students in 1919. It was administered by the Parramatta Sisters of Mercy and was originally situated in Patrick Street, Blacktown. In 1986 the school was relocated to its present site in Allawah Street. The Sisters of Mercy withdrew from the school in 2000 and the first lay principal was appointed. We were delighted to mark our Centenary year, 2019, with many special community celebrations. The School is well-equipped with learning spaces for two streams in each grade and spacious landscaped outdoor learning and playing areas. The teachers are committed to providing quality learning and teaching and the latest technology supports this learning. The parish team plays a vital role in our everyday operation and the congregation of priests supports the Religious Education program and the liturgical life of the school.

### Location / Drawing Area

The School is located in Blacktown and draws on students from Blacktown serving the parish of Mary, Queen of the Family Blacktown. St Patrick's Primary School is a vibrant, multicultural faith community based on gospel values and the teaching of Jesus Christ. The School motto, Under Your Protection, comes from the Sisters of Mercy, sub tuum praesidium and Mary, the Mother of Mercy, is our model for Christian living. We value the strong sense of Catholic community that exists between the parish and school, recognising it as a means of nurturing faith development within each individual.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	42
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	16
Number of part time teaching staff	8
Number of non-teaching staff	18

### Total number of teaching staff by NESA accreditation level

Teachers at the school are either accredited as conditional, provisional or proficient as defined by the Teacher Accreditation Act 2004 (NSW). Accreditation at the levels of Highly Accomplished and Lead Teacher is voluntary.

The contracted number of accredited teachers within Catholic Schools Parramatta Diocese (CSPD) are as follows:

Catholic Schools Parramatta Diocese (CSPD) accredited teachers	
Conditional Teachers	458
Provisional Teachers	102
Proficient Teachers and/or above	3258

Teacher status at St Patrick's Primary School can be sourced directly from the school.

## Professional Learning

The ongoing professional development of each staff member working within CSPD is highly valued. Professional learning can take many forms including: whole of school staff days, subject-specific engagements, conferences, meetings and a range of professional learning opportunities provided by CSPD.

The school takes responsibility for planning, implementing, evaluating and tracking its staff's professional learning and 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.

Specific and focused Professional Learning for the staff of the school this year has included:

- Our Faith in Action initiatives saw our Catholic Values lived and shared as we provided staff with contemporary formation in Religious Education.
- Staff were introduced to our Agreed Practices to build teacher capacity and ensure intentional, precise work was occurring.
- SIP Goals in Formation, Maths and English were targeted for school improvement.

## **Catholic Identity and Religious Education**

### **Prayer, Liturgical Life and Faith Experiences**

Education within the Diocese of Parramatta is a ministry of the Catholic Church, walking with humility in the way of Jesus, serving all of God's people. The Gospel messages of love, forgiveness, tolerance and compassion are lived experiences that are visibly evidenced at school. We offer families high-quality accessible education that challenges each student to discover a meaningful, hope-filled and flourishing life. Our caring teachers share faith and learning with students, including through their own example. Every day, be it in the playground, at an assembly or in the classroom our students experience a genuinely religious way of understanding the world. The invitation to meaningful prayer and liturgy, as well as participation in the Sacraments, nurture and give expression to the religious dimension of school life in the context of the Church's celebration of the liturgical year.

### **Social Justice**

All students at the school are encouraged to regularly engage in activities to support Catholic Mission with fundraising and awareness-raising initiatives. Students are encouraged to work closely with their local parish, community groups, support local charities and participate in outreach or immersion experiences for the benefit of the whole community and the student's personal development.

This year students and staff from the school engaged in the following initiatives and activities:

- Students engaged in Food Collection drives for 'Mary's Pantry.'
- Students engaged in the CARITAS AUSTRALIA 'Water Challenge.'
- Students attended 'Lifted Live' to engage with their faith formation and learn ways to reach out to others in the community.

All of these initiatives enabled the students and staff to practise their faith through action as Jesus demonstrated in the Gospels.

### **School, Home and Parish Partnerships**

Parents and carers have been actively encouraged to engage in a variety of school activities including parent forums, information evenings, parent/teacher/student meetings, liturgies, social events and opportunities to provide feedback. Regular communication with parents and carers occurred through phone calls, meetings and the Compass information platform.

### **Religious Education**

At the heart of our school is the Religious Education program. It is through this area of study that students learn to value the Catholic identity, traditions, values and Christ's teaching. Our Religious Education program is embodied by the quality of our relationships and how we deal with the daily issues of life.



CSPD schools use Sharing Our Story, a Religious Education curriculum that has been used for more than 20 years. In all subject areas, we offer an education completely consistent with the teaching of the Church on the dignity of all aspects of the human person. We also appreciate the need to provide age-appropriate learning opportunities.

### **Professional Learning of Staff in Religious Education**

Professional Learning in Religious Education offered to staff this year included:

- Staff participated in a Formation Day at Mary MacKillop Place, North Sydney.
- Staff engaged in prayer opportunities with our Parish Priest.
- Staff engaged in reflective prayer practices.

## Learning and Teaching

### **National Assessment Program - Literacy and Numeracy (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 carers and teachers about the achievements of students in literacy and numeracy. Questions are based mostly on the literacy and numeracy knowledge and skills students have learnt from previous years of schooling.

Each year the results are analysed by the school to inform teaching and learning with a view to improving student performance. Commencing in 2023, NAPLAN test results are reported using proficiency standards. Students' results show how they performed in each of the NAPLAN assessment areas against 4 proficiency levels:

- Exceeding: The student's result exceeds expectations at the time of testing
- Strong: The student's result meets challenging but reasonable expectations at the time of testing
- Developing: The student's result indicates that they are working towards expectations at the time of testing
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentages of students achieving at Exceeding and Strong proficiency levels are reported in the table on the next page.

### NAPLAN Results Year 3 2024

Year 3	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	80%	66%
Writing	83%	77%
Spelling	57%	61%
Grammar and Punctuation	65%	54%
Numeracy	72%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	69%	71%
Writing	72%	67%
Spelling	62%	68%
Grammar and Punctuation	59%	65%
Numeracy	66%	68%

## Student Profile

### Enrolment Policy

St Patrick's Primary School follows the Catholic Schools Parramatta Diocese (CSPD) Enrolment Policy Procedures and Guidelines. The full text or a link to the full text of the school's enrolment policies, including all prerequisites for continuing enrolment, can be obtained from the school office or can be accessed on the school's website.

### Student enrolments

Student enrolments 2024	
Number of Boys	Number of Girls
139	152
Total Enrolments: 291	

### Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	90%	4	91%
1	90%	5	90%
2	91%	6	91%
3	91%	School Average: 91%	

### Managing non attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and carers, are responsible for promoting the regular attendance of students.

The compulsory schooling age range is 6-17. Parents and carers are legally responsible for the regular attendance of their children, explaining the absences of their children in writing within several days to the school, and taking measures to resolve attendance issues involving their children.

School staff, as part of their duty of care, monitor part or whole day absences. They maintain accurate records of students' attendance, follow up unexplained absences through written and verbal communication, implement programs and practices to address attendance issues when they arise, and provide clear information to students

and parents/carers regarding attendance requirements and the consequences of unsatisfactory attendance.

The school principal or their delegate may grant permission for late arrival or early departure from school, leave or exemption from attendance only in individual cases, on written request from parents and carers. For longer exemptions, an application for approval is made through Diocesan authorities. The principal/delegate will undertake all reasonable measures to contact parents/carers promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/carers to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at CSPD who will follow up unexplained absences as per legislative requirements.

### **Characteristics of the student body**

The table below shows the number of students in each of the categories listed.

Student Body Characteristics	
Language background other than English (LBOTE)	197
Students with disabilities (SWD)	76
Aboriginal and Torres Strait Islander	4

## Wellbeing

The wellbeing and safety of all students is central to the purpose of Catholic Education and we acknowledge that healthy relationships and exceptional pastoral care are core to each child's positive experience at school. St Patrick's Primary School is a place where students are nurtured to grow, to belong and to be safe.

A sense of wellbeing and connectedness promotes optimal development of the person as a whole and contributes to academic success. We have a strong focus on pastoral care and our school has a counsellor to support our students. CSPD provides resourcing for additional wellbeing initiatives and teams to support attendance, behaviour and intervention for students at risk.

Our wellbeing initiatives include:

- For staff and students, Week 7 is 'Family Week' and there is no homework, staff meetings or extra meetings.
- Regular assemblies were held acknowledging students' achievements.
- Our whole school PBS4L strategy saw children respond well to being safe, respectful learners, in an increasing way.

St Patrick's Primary School bases student wellbeing on the [CSPD Student Wellbeing Policy \(2022\)](#) and the [CSPD Student Wellbeing Framework](#). The guidelines identify the rights and responsibilities of every student in the school and are based on the principles of natural justice and procedural fairness. Corporal punishment is expressly forbidden at the school.

Related policies include:

- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Student Use Of Digital Devices And Online Services Policy \(2022\)](#)
- [Guidelines for Parents and Carers in Raising Complaints \(2023\)](#)
- [Student Wellbeing Policy \(2022\)](#)
- [Student Wellbeing Framework](#)
- [Student Attendance Policy \(2021\)](#)
- [Student Attendance Procedures \(2022\)](#)
- [Bullying of Students - Prevention and Response Procedure \(2022\)](#)
- [Weapons Procedures \(2022\)](#)
- [Banned Substances Student Procedures \(2022\)](#)
- [Family and School Partnership Principles](#)

### **Actions promoting respect and responsibility**

St Patrick's Primary School actively promotes respect for others and responsibility for self. During the past year, our community has engaged with the following actions and opportunities:

- Our PBS4L Matrix of lessons was taught, indicating the 'St. Pat's Way' of working and being part of our community.

- Celebrated Forgiveness/Reconciliation Day with school prayer/liturgy.
- A Student Council was formed to give student voice to a representative of every class.

## Community Satisfaction

During 2024, CSPD and our school utilised a variety of measures to obtain feedback from parents and carers, students and staff regarding community satisfaction.

Areas of strength from the parents/carers feedback include:

- Staff and Leadership are welcoming and accessible.
- Communication with parents is greatly appreciated and is very efficient.
- Parents are very appreciative of the school's successful NAPLAN results.

Areas of strength from the student feedback include:

- Students see their classrooms as being well organised, with clear purpose and immediate feedback as required.
- Students value positive relationships at school.
- Students indicated that they are engaged and interested in their learning.

Areas of strength from the staff feedback include:

- Staff identify our school as having a strong, growth focused learning culture.
- Staff recognise that they are supported to have efficient, targeted teaching practices.
- Staff investigate time to create engaging learning opportunities for students.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	For 60% of students to achieve at or above the normed mean scale score or benchmark in reading for their year level.	Still Working Towards.
Priority 2	To have at least a 5-10% increase of students in Years 2-6 in the 80th percentile or above in PAT-Mathematics and moving from strong to exceeding in NAPLAN (2025).	Still Working Towards.

Projected School Priorities		
Priority 1	To Improve students' understanding of the Catholic approach to engaging with Scripture.	
Priority 2	To Improve literacy outcomes for all students, particularly in Reading K-3, through the use of explicit teaching strategies.	

## Financial Statement

Financial information is based on the detailed information provided to the Commonwealth and State Government in the Financial Questionnaire.

School Financial Information for 2024 is detailed below:

Recurrent and Capital Income	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,032,960
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,068,725
Fees and Private Income <sup>4</sup>	\$773,347
Other Capital Income <sup>5</sup>	\$132,615
Total Income	\$6,007,647

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$789,409
Salaries and Related Expenses <sup>7</sup>	\$4,754,206
Non-Salary Expenses <sup>8</sup>	\$1,520,999
Total Expenditure	\$7,064,614

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<sup>1</sup> Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

<sup>2</sup> Capital relates to Government Capital Grants received for construction of school assets

<sup>3</sup> State relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants

<sup>4</sup> Fees relate to Diocesan and school based fees, excursions and other private income from parents/carers

<sup>5</sup> Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

<sup>6</sup> Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

<sup>7</sup> Salaries refers to the total of all Salaries, allowances and related expenses such as superannuation, workers compensation and leave

<sup>8</sup> Non-Salary refers to all other Non-Salary Recurrent Expenses