



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 Steven Jones

I am proud to present to you the 2024 Annual School Report for St Patrick's Primary School, Guildford.

As a Catholic school, we exist to support and celebrate the beliefs and values of our Catholic faith. At St. Patrick's Primary School we value and celebrate: the Catholic Church and its mission, giving witness to gospel values, the individuality and the dignity of each member of our community, respect, partnership and open communication between staff, students, parents, parish and the wider community and quality teaching and learning opportunities. Our school aims to provide a supportive environment in which each person can grow and learn. The Parish and School work closely together to provide children with many opportunities to experience God's love and to nurture their faith in prayer, celebration, Sacrament and community.

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, we strongly encourage parent involvement, and our principal, staff, and students warmly welcome parents. This engagement allows parents to witness their children's progress and observe the positive relationships teachers cultivate with their students. The collaborative efforts between parents and the school significantly enhance the vibrant spirit of our school community. Each term, the parent community convenes to discuss upcoming events for the 2024 school year and to share valuable insights and feedback.

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

The students at St. Patrick's Primary School learn in classrooms that are well-resourced and equipped with modern technologies. They are provided with many opportunities to showcase their talents and achievements and are very mindful of the need to support those less fortunate in the community. Students in Year 6 were elected by their peers and teachers to be school leaders. They took responsibility for delivering our whole-school assembly each Monday morning; welcoming special guests to the school and assisting staff whenever there was a need. In addition, in 2024 a Student Representative Council consisting of two students from Years 2 to 5 were chosen. Both

the Student Leaders and Student Representative Council collected student voice from the student community and presented it to the school leadership team. All students in Year 6 were trained as peer support leaders and facilitated the Peer Support Program during Term 2.

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

In the early 1900's the people of Guildford realised they needed a Catholic parish and school to accommodate the growth of the area. On 2 April 1910, the community celebrated the opening of a new church building. Later that year the building began to serve a dual purpose when the Sisters of St Joseph started to use it as a school room. The initial enrolment of students in 1910 was 50 pupils. The Sisters of St Joseph rented a cottage on Guildford Road to be closer to the church and school building. Every Friday the school room would be transformed back into a church and vice versa on Monday mornings. In 1935 the old church was moved to accommodate a new one, and a convent was built for the Sisters of St Joseph. A presbytery beside the church was completed by 1940. The school continued to grow and over time many more buildings and facilities were added to both the school and the church. In 2020 the school celebrated 110 years of delivering Catholic education to children in Guildford.

Location / Drawing Area

St Patrick's Primary School, Guildford, is a multicultural school catering for the needs of its many students. It is a two/three stream school, Kindergarten to Year 6 (K-6) with a current enrolment of 353 students. There are over 50 teaching and non-teaching staff. An extensive building program was completed at the end of 2020 with all learning areas refurbished/rebuilt including the playground. Teachers and children enjoy air-conditioned classrooms and large covered areas that provide shade on hot days. On the completion of their primary education, the majority of students attending St Patrick's Primary School attend Cerdon College, Merrylands (girls), St Paul's Catholic College, Greystanes (boys), Delany College, Granville (coeducational) and Patrician Brothers College, Fairfield.

Workforce Composition

Staffing Profile

Staffing Profile	
Total Number of Staff	44
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	23
Number of part time teaching staff	7
Number of non-teaching staff	14

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:

- Collaboratively creating a sequence of learning experience for a specific grade reflective of the new English syllabus requirements and implementation of InitialLit program.
- Continue to deepen staff's knowledge about the Mathematics K-10 syllabus and supporting documents through reflecting on key aspects of, and changes to, the new syllabus.
- Professional learning around the following areas - Explicit teaching Cognitive Load, Tier 1 Behaviours, Trauma

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:

- Sandwich and snack pack making for St Vincent De Paul's night patrol van.
- Catholic Mission 'Hearts on Fire Feet on the Move' Food Stall.
- Manning Foundation Food Drive.

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:

- Professional learning experiences for teachers to unpack Catholic Identity and scripture to identify key content for teaching and feedback.
- Professional learning to support teachers to unpack scripture so that it is relevant to the faith development of students today .
- Opportunity for all staff to explore their own spiritual identities and the beliefs that shape their understanding of themselves and others.

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	67%	66%
Writing	76%	77%
Spelling	63%	61%
Grammar and Punctuation	54%	54%
Numeracy	54%	63%

NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	71%	71%
Writing	69%	67%
Spelling	65%	68%
Grammar and Punctuation	60%	65%
Numeracy	73%	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
168	168
Total Enrolments: 336	

Student attendance

Student attendance rates 2024			
Year	Attendance Rate	Year	Attendance Rate
K	93%	4	94%
1	92%	5	91%
2	92%	6	91%
3	89%	School Average: 92%	

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)	285
Students with disabilities (SWD)	119
Aboriginal and Torres Strait Islander	8

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:

- Reviewed and revised the Wellbeing procedures, especially creating a safe and supporting environment.
- Reward days to acknowledge and celebrate the achievements of students both at grade and school level.
- Facilitation of a peer support program led by Year 6 students with the support of teachers.

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:

- Weekly focus at the whole school assembly on a particular area of being safe, being respectful and being a learner.
- Participate in a whole school National Day of Action Against Bullying.
- Community compose school Acknowledgement of Country stated at all school events..

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:

- Communication through newsletters, weekly updates and compass are of a high standard.
- The staff encourage children to do well at school.
- Staff are approachable and accessible.

Areas of strength from the student feedback include:

- That they have a positive sense of belonging.
- Positive teacher student relationships.
- Provided with various opportunities to be involved in the life of the school.

Areas of strength from the staff feedback include:

- Staff are treated with respect at work.
- Staff have access to the resources and systems they need to do their job effectively
- Staff have a clear understanding of what is expected of me in my role.

School Improvement and Learning

Priorities

Current Year Priorities		
Priority 1	All students will make a years growth in reading comprehension through a focus on both decoding and language comprehension.	Still Working Towards.
Priority 2	All students to make a years growth in mental automaticity through teachers daily explicit teaching of mental computation skills.	Still Working Towards.

Projected School Priorities	
Priority 1	To improve students' reading comprehension, with a focus on both decoding and language comprehension.
Priority 2	To improve students' mental computation skills.

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 ¹	\$5,111,822
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,341,450
Fees and Private Income ⁴	\$818,845
Other Capital Income ⁵	\$151,863
Total Income	\$7,423,980

Recurrent and Capital Expenditure	
Capital Expenditure ⁶	\$616,039
Salaries and Related Expenses ⁷	\$6,010,524
Non-Salary Expenses ⁸	\$2,068,934
Total Expenditure	\$8,695,497

¹ Commonwealth relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants

² Capital relates to Government Capital Grants received for construction of school assets

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

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

⁵ Other refers to Other Capital Income including amounts charged for Diocesan Building Levy from parents

⁶ Capital Expenditure refers to expenses incurred mainly for School Buildings, Furniture and Equipment

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

⁸ Non-Salary refers to all other Non-Salary Recurrent Expenses