



# St Patrick's Primary School

## 2024 Annual School Report



*sub tuum praesidium*

St Patrick's Primary School  
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Catholic Schools  
Parramatta Diocese

## 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 Ms Bernadette Fabri**

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

Steeped in history, St Patrick's Primary School is one of two of the oldest Catholic schools in the Parramatta diocese. St Patrick's Primary School originated from the first Catholic school in Australia in 1820 and was said to be situated in Hunter Street. From 1874 to 1986 the Sisters of Mercy, an Irish order of nuns, led the community and it is our aim that the charism of Catherine McAuley, founder of the sisters, is clear and present in all aspects of the school. Respect, compassion and resilience are all qualities Catherine McAuley demonstrated towards the poor and vulnerable of her time, and are personal attributes we strive to gain and display in our community. Faith in action is a key feature of working together in developing the Kingdom of God with all we meet.

Our vision is to be a child-centred faith community within an innovative and interactive learning environment. We endeavour to celebrate each other's uniqueness by providing opportunity for all and to develop a culture that identifies that the journey towards excellence is often paved with trial and error, risk taking, learning from mistakes, problem solving, need for flexibility and adaptability and finally persistence. We believe that encouraging students to take ownership of the learning is critical in achieving the best learning outcomes and that, implicit in this concept, is that students learn their own areas of strength and areas of development through useful and explicit feedback.

It is important to us at St Patrick's Primary School, that we work as a community and, together with the St Patrick's Cathedral Parish and local parishes, we endeavour to support the family in enriching the faith journey of our students. The school motto, Sub Tuum Praesidium, which means Under Thy Protection, continues the Mercy tradition and forms a link with other Mercy schools.

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**

The school's inviting and welcoming culture enabled parents to be involved in the daily life of the school by assisting in a variety of ways including: classroom activities, small group support, in the library, excursions, sporting and social events working together in community groups such as fundraising and community building social activities attendance at parent educational opportunities held each term, focusing on areas relevant to the children, the school, and curriculum participating in parent training

courses aimed at helping in the classroom, especially in the areas of Religious education, numeracy and literacy, attendance at masses, liturgies, assemblies, open days, celebrations of learning and student performances. Parents were kept informed of details of special or important events by letters, the school's website, the school Facebook page, the school's app (COMPASS) and the parents' noticeboard in the front office foyer. Parents are also able to request a meeting with their child's classroom teacher at a time that is convenient to the school and home and a student-parent-teacher meeting is available mid year to discuss student goals. Parent feedback is always welcomed.

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**

Student voice is a valued aspect at St Patrick's Primary School, Parramatta, and they have many opportunities to express their ideas, wants and needs throughout the school year. These included the Student Representative Council (SRC) from Kindergarten to Year 6 and Year 6 student leadership body and associated committees. Students contributed to the school by running Monday morning assemblies; being good role models and supporting younger students; assisting teachers; welcoming visitors; representing the school at community and media announcements and giving feedback to teachers for World Teachers' Day. A school kitchen garden was established under the care of the environment group. A student feedback box in each class enables students to give the school feedback and these responses are processed as part of the SRC meetings. Students in the SRC and leadership team participated in leading the Angelus at midday, prayer at the end of each day and contributed as altar servers at mass. Many students belonged to the school choir, and through this opportunity, were able to lead the singing at mass. They also performed at the parish Christmas carols evening.

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 is the oldest parish school in Australia. The parish school was established in 1820. In 1837 the school was relocated next to St Patrick's Church. In 1874 the girls and boys were separated and were taught in a school opposite the St Patrick's Cathedral Parramatta. From 1874 to 1888 the Sisters of Mercy, Head House Monte Saint Angelo, North Sydney, were teaching at St Patrick's School Parramatta, in a building which stood in front of the present Our Lady of Mercy College (OLMC) in Victoria Road, then known as Pennant Street. The Sisters of Mercy from Callan Ireland, then took up residence in Parramatta on 8 December 1888 at the invitation of Cardinal Moran. They re-opened the school on Monday 10 December, just two days later with an enrolment of 55 pupils. In 1926 that building was demolished and a new building was erected at the corner of Villiers Street and Ross Street, the current site. The senior girls moved to Westmead in 1966 to form Catherine McAuley High School. The primary school remains to this present day. The Sisters of Mercy handed the responsibility for the school to the first lay principal in 1985. It is a place of heritage, innovative learning and vision.

### Location / Drawing Area

St Patrick's Primary School is located in Parramatta, close to the business centre and mainly draws on students from Parramatta, parts of North Parramatta and Oatlands. A number of Catholic families working in the Parramatta area also access the school. The School serves the parish of St Patrick's Cathedral Parramatta. There are currently fourteen classes of boys and girls from Kindergarten to Year 6 and over 90 per cent of students come from a non-English speaking background.

## Workforce Composition

### Staffing Profile

Staffing Profile	
Total Number of Staff	39
Number of staff who identify as Aboriginal and Torres Strait Islander people	0
Number of full time teaching staff	18
Number of part time teaching staff	11
Number of non-teaching staff	10

### 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:

- Professional Learning for teachers in the area of Scripture, Catholic Social teaching, to inform explicit teaching and develop deeper knowledge.
- Professional learning using current K to 10 Mathematics syllabus, in particular understanding mathematical content knowledge.
- Professional learning to build staffs' writing content knowledge and pedagogical content knowledge, in particular the teaching of sentence structure and grammar.

## 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:

- Establishment of a knitting group to create knitted blankets for the homeless.
- Establishment of a MIni Vinnies group consisting of students from Yr 3 to Year 6 to discuss and lead social justice initiatives.
- Guest speaker presented the plight of the homeless in today's world. This included a sleep out experience for years 3 to 6 and their parents.

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:

- Faith in Dialogue sessions every three weeks in which staff reflect on scripture and faith formation using provocations and art stimuli.
- Study of the three senses of scripture to develop greater depth of the various levels of interpretation of scripture.
- Development of knowledge of assessment in Religious Education and its connection to reporting.

## 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	79%	66%
Writing	93%	77%
Spelling	74%	61%
Grammar and Punctuation	75%	54%
Numeracy	75%	63%

### NAPLAN Results Year 5 2024

Year 5	Percentage of students in the top 2 proficiency standards	
	School	Australia
Reading	89%	71%
Writing	80%	67%
Spelling	83%	68%
Grammar and Punctuation	94%	65%
Numeracy	83%	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
203	197
Total Enrolments: 400	

### Student attendance

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

### 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)	346
Students with disabilities (SWD)	108
Aboriginal and Torres Strait Islander	5

## 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:

- The establishment of a weekly art club for year 5 students to facilitate connection and belonging.
- The development of a 'check in' and check out' system to be able to monitor student wellbeing from year 4 to 6.
- The development of a conversation hub for year 6 students on the playground to facilitate connection and belonging.

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:

- Focused activities aligned to the school's four value pillars which included, Respect of others in our language, tone and actions'.
- Use of the Zones of Regulation curriculum to support student understanding of emotions and emotional regulation.
- Years 5 and 6 visit to the annual Eco Summit to gain a better understanding of sustainable practices and Indigenous Australians.

## 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:

- Children are safe going to and from school and whilst at school.
- Children are clear about the rules for school behaviour.
- The school is a welcoming place where the principal and staff are easily accessible.

Areas of strength from the student feedback include:

- Teachers are responsive to student needs and encourage independence with a democratic approach.
- School staff emphasise academic skills and hold high expectations for all students to succeed.
- Classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.

Areas of strength from the staff feedback include:

- Wellbeing: Trusting relationships, within a positive and trusting school culture.
- Inclusion: Strong sense of belonging where staff can be themselves and succeed to their potential.
- Access to resources and systems.



## School Improvement and Learning

### Priorities

Current Year Priorities		
Priority 1	For students to articulate the connection between scripture and their lives beyond the literal interpretation.	Still Working Towards.
Priority 2	To enhance students writing skills by transitioning them from writing in a casual conversational style to writing with a more formal and structured approach.	Still Working Towards.

Projected School Priorities		
Priority 1	Improve students' understanding of the Catholic approach to engaging with Scripture.	
Priority 2	Improve literacy and numeracy outcomes for students with a particular focus on students in Kindergarten to year 2.	

## 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>	\$4,412,358
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,175,376
Fees and Private Income <sup>4</sup>	\$1,018,341
Other Capital Income <sup>5</sup>	\$174,920
Total Income	\$6,780,995

Recurrent and Capital Expenditure	
Capital Expenditure <sup>6</sup>	\$164,958
Salaries and Related Expenses <sup>7</sup>	\$5,039,456
Non-Salary Expenses <sup>8</sup>	\$1,743,509
Total Expenditure	\$6,947,923

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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