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 the wider school community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2018 and gives information about the 2019 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 newsletters can be viewed or obtained from the school.
Key Messages

Principal

I am proud to present to you the 2018 Annual School Report for St Patrick's Primary School, Parramatta.

Steeped in history, St Patrick's Primary School is one of the oldest Catholic schools in the Parramatta diocese. The school was established by an Irish order of nuns, the Sisters of Mercy, and it is our aim that the charism of Catherine McAuley, foundress 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, continues the Mercy tradition and forms a link with other Mercy schools.

Parent

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 by letters, the school’s website, the school's app and the parents' noticeboard with details of special or important events. Student progress was discussed through individual parent and teacher meetings and student-led parent and teacher conferences. We had an opportunity to give the school feedback both formally and informally. One data gathering tool was our involvement in the Tell Them From Me (TTFM) survey conducted in 2018. Some parents also had the opportunity to give feedback to the principal on school progress and leadership, as part of the Principal Development Framework process.

Student

Students at St Patrick's Primary School, Parramatta, had many opportunities to develop leadership skills through their involvement in leadership programs. These included the Student Representative Council (SRC) from Kindergarten to Year 6. Students contributed to the school by
Representative Council (SRC) from Kindergarten to Year 6. Students contributed to the school by running 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.

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 CAPTIVATE concert, at the parish Christmas carols evening and at the local nursing home.

In 2018 students continued developing a deeper concept of the importance of becoming the 'driver of their learning'. The Learning Pit is used to promote challenge, dialogue and a growth mindset by using learning strategies to deepen ownership of the learning process and to check their learning progress.

Students expressed their voice through their class student representatives who met with one of the teachers every week. These SRC members focused on developing a learning mascot for students which will be launched in 2019.
Who we are

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 church.

From 1874-1888 the Sisters of Mercy, Head House Monte Saint Angelo, North Sydney, were teaching at St Patrick’s School, Parramatta, in a building which was standing 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

The 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

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of teachers who hold teaching qualification from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines</td>
<td>24</td>
</tr>
<tr>
<td>Number of teachers who have a bachelor degree from a higher education institution within Australia or within AEI-NOOSR guidelines but lacking formal teacher qualifications</td>
<td>0</td>
</tr>
<tr>
<td>Number of teachers accreditated to teach Religious Education</td>
<td>21</td>
</tr>
<tr>
<td>Number of teachers currently undertaking accreditation to teach Religious Education</td>
<td>1</td>
</tr>
<tr>
<td>Number of non-teaching staff (includes teachers' aides)</td>
<td>5</td>
</tr>
<tr>
<td>Percentage of teachers who are indigenous</td>
<td>0</td>
</tr>
<tr>
<td>The average teacher attendance for 2018</td>
<td>93</td>
</tr>
<tr>
<td>Percentage of 2018 teaching staff who were retained from 2017</td>
<td>100</td>
</tr>
</tbody>
</table>
Catholic Identity and Religious Education

Prayer, Liturgical Life and Faith Experiences

Major Prayer and Liturgical events that occurred in 2018 include:
- significant celebrations such as masses celebrating the beginning of the school year, Ash Wednesday, Mothers Day, Feast of the Assumption, Fathers Day, Year 6 Graduation and End of Year Thanksgiving
- liturgical celebrations during Catholic Schools Week, Holy Week, St Patrick’s Feast Day, ANZAC Day, Remembrance Day, Advent and Christmas
- student involvement, with music led by the choir, and the whole school community invited to each liturgical event
- Welcoming Ceremony at the beginning of the year for Kindergarten, new students and teachers
- local nursing home visits
- daily class and weekly whole-school prayer to St Mary of the Cross MacKillop, for all the sick in the community
- yearly formation/Religious Education/Mission Action Plan
- involvement in the Enhancing Catholic School Identity (ECSI) pilot
- involvement as a design school for Catholic Education Diocese of Parramatta Religious Education curriculum.

Weekly events included:
- class attendance at parish masses
- Reconciliation and grade liturgies
- morning assembly and prayer with parents and all students
- end of day prayer led by student leaders
- Friday school prayer at rostered assemblies led by individual classes using music, drama and dance
- daily class prayer with students encouraged to contribute to, or organise, the prayer
- weekly staff prayer with each staff member invited to participate and to prepare prayer or a spiritual reflection
- leadership team meeting prayer
- staff Spiritual Reflection Day
- classroom prayer focus
- daily whole-school praying of the Angelus, led by Student Representative Council members

Social Justice

Social justice is an integral part of the school life. Students are given practical ways of reaching out to others.

In 2018 the school supported the St Vincent de Paul Society through their Winter and Christmas Appeals; the Caritas Project Compassion Lenten Appeal and Catholic Mission fundraising. Both Caritas and Catholic Mission provided materials to raise students’ awareness of others less fortunate than themselves. The school choir and primary grades visited the local nursing home to sing and chat to the residents. The students also raised funds to support a staff member to attend World Youth Day in 2019.
Student leaders also attended the annual Mission Mass held at St Patrick's Cathedral, Parramatta.

Each year the staff participate in a staff social justice appeal and monies or goods are donated to a cause nominated by staff.

**School home and parish partnerships**

School, home and parish partnerships were evident in:
- the involvement of parents and clergy in significant celebrations and special masses
- weekly visits to classes by the school chaplain
- class attendance at parish weekly masses
- weekly Reconciliation (Years 3 to 6)
- students' (Years 5 and 6) involvement as altar servers for school and parish masses
- staff attendance at Reconciliation, Confirmation, First Communion, Year 6 Graduation and parish Christmas carols
- school choir attendance at Confirmation, First Communion and graduation
- support for the parish Sacramental program and links with the parish Sacramental coordinator
- clergy and parent attendance at liturgies
- Year 6 retreat
- student participation at parish Christmas carols
- principal attendance at Parish Pastoral Council meetings every month

Parents were involved in:
- completion of child protection training and training for classroom assistance
- small group reading and sporting events
- excursions
- attendance at school functions and student performances
- supporting social justice initiatives
- working together, fundraising for Mothers Day and Fathers Day
- social activities, movie night, family discos, morning teas
- organising a barbecue lunch at the school athletics carnival and other whole-school events
- parent attendance and participation at parent workshops
- parent attendance and participation in the Parents Events Committee
- student-led conferences with parents and teachers, as well as individual parent and teacher meetings during the year
- involvement in the Tell Them From Me survey for school development
- attendance at Parent Representative Council meetings

**Religious Education**

The school followed the *Sharing Our Story* program of the Catholic Education, Diocese of Parramatta (CEDP), and completed all units of work outlined in it. During the year these included:
- Early Stage 1: 'God Loves Me' and 'God is our Creator'
- Stage 1: 'Jesus is With Us' and 'Senses: A Gift from God'
- Stage 2: 'Reaching Out' and 'The Bible: A Special Book'
Stage 3: 'Parables of Jesus' and 'Servant Leadership'

Religious Education was not confined to the *Sharing Our Story* program. Faith experiences were offered to students through many avenues, including:
- whole-school prayers, daily prayer in the classroom and end-of-day school prayer
- class liturgies on a rotational basis at Friday assembly
- primary students' participation in Reconciliation liturgies and parish masses
- whole-school liturgies during Catholic Schools Week, Holy Week, St Patrick's Feast Day, Advent and Christmas
- memorial services such as ANZAC Day and Remembrance Day
- social justice initiatives
- visiting local nursing homes
- support for the Lenten Appeal, Caritas and St Vincent de Paul Society

**Professional Learning of staff in Religious Education**

Staff were involved in:
- engagement with Scripture, the Catechism of the Catholic Church and the CEDP Religious Education curriculum, *Sharing Our Story*, to deepen their knowledge and understanding of Sacraments
- input session on co-constructing Religious Education (RE) learning intentions and success criteria - focusing on Sacraments and Senses of Scripture with a focus this year on the Sacrament of Reconciliation
- data wall construction
- analysis and use of data on the students' current knowledge of Sacraments and the links between Scripture and the Sacraments - focus on Reconciliation
- three Senses of Scripture and the use of rich tasks to enable student understanding and reflections
National Assessment Program - Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2018. The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of 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 teaching and learning with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top three bands are reported in the table below.

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2018</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>99</td>
<td>95</td>
</tr>
<tr>
<td>Reading</td>
<td>100</td>
<td>96</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Spelling</td>
<td>98</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>100</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NAPLAN RESULTS 2018</th>
<th>% of students at or above national minimum standard</th>
<th>% of students in top three bands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>School</td>
<td>Australia</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>97</td>
<td>94</td>
</tr>
<tr>
<td>Literacy</td>
<td>98</td>
<td>93</td>
</tr>
<tr>
<td>Reading</td>
<td>98</td>
<td>95</td>
</tr>
<tr>
<td>Writing</td>
<td>98</td>
<td>90</td>
</tr>
<tr>
<td>Spelling</td>
<td>100</td>
<td>94</td>
</tr>
<tr>
<td>Numeracy</td>
<td>98</td>
<td>96</td>
</tr>
</tbody>
</table>

YEAR 3
- Sixty two students sat for NAPLAN 2018.
- No children were withdrawn or absent.
The percentage of students at or above national minimum standards was above 97 percent in all areas.

School average in all areas was above the national and CEDP average. The average score for reading was mid band 5, writing - lower band 5, spelling - mid band 5, grammar and punctuation - high band 5 and Numeracy - lower band 5.

The percentage of students in the top three bands ie bands 4, 5 and 6 was above the national average in all areas with a particular strength shown in spelling and Numeracy.

Trend data showed that the scores were well above that of the national scores in all areas.

YEAR 5

Sixty one students sat for NAPLAN 2018.

No children were withdrawn or absent.

The percentage at, or above, national minimum standards was above 97 percent in all areas.

School average in all areas was above the national and CEDP average. The average score for reading was lower band 7, writing - mid band 6, spelling - lower band 7, grammar and punctuation - lower band 7 and Numeracy - upper band 6.

The percentage of students in the top two bands was above the national average in all areas.

Areas of particular strength this year were reading, Numeracy and grammar and punctuation.

An area for focused further improvement was in the area of writing.

Trend data showed that the scores were above those of the nation in all areas.

Many students showed significant growth in all areas from Years 3 to 5, especially in the area of Numeracy where 83.6% reached expected growth.

A topic for further consideration is to investigate why some students reached or excelled beyond the expected growth and why some did not.

School curriculum

NSW Education Standards Authority (NESA) Key Learning Areas (KLAs) of English, Mathematics, Human Society and Its Environment (HSIE), Science and Technology; Creative Arts; and Personal Development, Health and Physical Education (PDHPE) were taught, as well as Religious Education.

Additional programs included:

- support for children with a range of additional needs including a personal plan (PP) and case management conferences
- literacy and numeracy support to assist students to access the curriculum through differentiated learning opportunities

This allowed a number of Language Backgrounds Other Than English (LBOTE) students, and students not supported by Special Learning Needs (SLN) programs, to succeed in small group teaching and learning.

General learning and teaching activities included:

- music and drama, involving the choir and a whole-school program
- Life Education - an external program
- Physical Education programs for all students
- an external Gymnastics program taught by specialist teachers
- an external Dance program taught by specialist teachers to all students
- the opportunity for students to learn instruments and/or dance through partnership with Our Lady of Mercy College, Parramatta

A number of co-curricular activities included:
- Voice of Youth - diocesan public speaking competition
- zone and diocesan swimming, cross country and athletics carnivals
- diocesan and local touch football gala days
- diocesan soccer gala days
- Our Lady of Mercy College drama presentations and workshops with senior students
- various excursions linked to curriculum units
- 'Mindset Theory' workshops
- Science based and Human Society and its Environment incursions
- involvement with local literacy association in the delivery of author and illustrator workshops

Initiatives to promote respect and responsibility

The school’s Student Management policy promoted respect, resilience and compassion. The sub themes of being fair and welcoming, determined and positive, caring and thoughtful were referred to regularly.

A student charter, created by the 2015 Student Representative Council, has now been implemented and will be highlighted to students when appropriate and necessary. The student charter outlines the community rights and responsibilities.

All students were challenged to strive in the following areas:
- St Patrick's awards were presented each week, focusing on 'Faith in Action' with the St Patrick Award, and curriculum achievement and effort with the Honour Award.
- Values and Australian school values were promoted on a display board and through school mascots.
- 'Faith in Action' encouraged individual and grade support for various charities, teaching the children to relate to others in need and become involved in community service.
- Senior students 'buddied' with younger students to support them and provide good role models.
- Students earned grade incentives for demonstrating desirable behaviours that promote the school’s student charter.

Year 6 students also had a variety of responsibilities through the Senior Leadership program. A new student leadership structure was trialled involving set portfolios for student teams. These included school captains (senior Student Representative Council members; vice captains (Religious Education portfolio); Science and Technology, Engineering and Mathematics leaders; Arts leaders (visual and language arts) and Personal Development, Health and Physical Education leaders. Each pair of leaders was supported by a committee of interested Year 6 students including house captains. This structure will continue for 2019.

Students from Kindergarten to Year 6 (K-6) had the opportunity to be on the Student Representative Council (SRC) each semester.

A clear outline of the leadership process and key roles and responsibilities is available at the school office.
Professional Learning

The staff at St Patrick's Primary School Parramatta have been involved in a number of professional development opportunities.

Professional learning undertaken by staff in 2018 included:
- Religious Education - the three Senses of Scripture with a focus on Scripture and Reconciliation
- mathematical thinking and geometric reasoning professional learning led by CEDP Teaching Educators and Learning Leaders
- trends from Mathematics Assessment Interview (MAI) testing and coding and benchmarking, tracking, and data analysis
- Extending Mathematical Understanding (EMU) strategies for open-ended rich tasks
- visible learning - learning intentions, success criteria and anchor charts
- peer instruction walks
- peer to peer observations and reflections
- critical friend process
- Australian National Curriculum - English, reading strategies
- Australian National Curriculum - Mathematics, multiplicative thinking and geometric reasoning
- Primary Connections - Science
- numeracy block - criteria for success and shared practice
- features of an effective literacy block, in particular the use of Guided Reading and Running Records
- case management implementation
- tracking Progressive Achievement Tests in Reading (PAT-R) data
- interpreting and analysing Tell Them From Me (TTFM) data
- Google apps for education
- workplace health and safety
- Risk Of Significant Harm (ROSH) - child protection training
- anaphylaxis management
- cardiopulmonary resuscitation
- asthma training
- emergency first aid
- peer review training
- defibrillator training
- developing professional learning goals
- Religious Education word and data walls related to deepening Scripture
- Religious Education rich learning tasks for learning and assessment
- development of a student management incentive program incorporating the charism of Catherine McAuley
- managing students with high behavioural needs
- Stage 2 and 3 Foundations of Project Based Learning (PBL)
- Information and Communication Technology workshops to explore digital tools to be used for feedback
- effective completion and use of personal plans
## Annual school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>The use of evidenced informed inquiry to improve student learning outcomes in the understanding of Sacraments - Reconciliation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for priority 1</td>
<td>Throughout the year the school had been gathering school-based data on the students’ conceptual understanding of Sacraments. Currently the data indicates that the majority of students' understanding is situated below their Stage outcomes (by at least one Stage). Data, over the last few years, also indicated a downward trend in the Sacrament strand. The school needed to develop the students' deeper understanding of the connection between Sacraments and Scripture.</td>
</tr>
</tbody>
</table>
| Steps taken to achieve priority 1 | We planned to:  
  - analyse students' responses in line with Religious Education key concepts and outcomes from the Religious Education curriculum rubric  
  - use Stage groups to critically analyse the next steps and 'need to knows' to move students to next Stage outcomes  
  - create a continuum based on Syllabus Stage outcomes and key concepts  
  - use data to direct teaching - referring to Senses of Scripture  
  - promote in-depth study of the Sacrament of Reconciliation |
<p>| Status of priority 1 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 2</th>
<th>The use of evidenced informed inquiry to improve student learning outcomes in writing and reading</th>
</tr>
</thead>
</table>
| Reason for priority 2 | Throughout the year the school had been gathering school-based data on the students’ writing. The NAPLAN data indicated that many of students were not reaching the more complex skill level required to compose an authentic piece of writing.  
Progressive Achievement Tests in Reading (PAT-R) and NAPLAN data also indicated the middle range students needed development in inferential and explicit comprehension when reading more challenging texts. |
| Steps taken to achieve priority 2 | These included:  
- greater emphasis on using data, to inform planning and teaching of explicit literacy skills  
- use of NAPLAN writing criteria  
- engaging in specific tasks addressing each domain  
- engaging with the NAPLAN writing samples to gain a deeper understanding of what successful writing looks like  
- developing a deeper understanding of how to assess student writing samples and how to feedback and feed forward  
- planning guided reading strategies which catered for the needs of the students |
<p>| Status of priority 2 | Ongoing |</p>
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>The use of evidenced informed inquiry to improve student learning outcomes in mathematical reasoning</th>
</tr>
</thead>
</table>
| Reason for priority 3 | Data trends suggested that students were still using inefficient strategies when problem solving and had not moved on to more abstract thinking processes that involve connecting mathematical concepts.  
We saw a need to guide the students towards choosing and applying the most appropriate problem solving skills and explaining their thinking mathematically, to enable a greater understanding and fluency in Mathematics. |
| Steps taken to achieve priority 3 | We were able to:  
- use data to review each student's ability to chose efficient strategies and reason using mathematical language  
- program rich, challenging tasks to encourage students to reason  
- review the big ideas of reasoning ie, same and different, visualisation, mathematical truth, deductive reasoning and proof  
- use effective questioning to prompt reasoning  
- make reasoning a routine element of numeracy blocks  
- assess using open tasks, observation, students' recording of their thinking, problem posing |
| Status of priority 3 | Ongoing |
## Projected school priorities

<table>
<thead>
<tr>
<th>Priority 1</th>
<th>For students to demonstrate an enhanced engagement through the new draft Religious Education curriculum</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 1</strong></td>
<td>We have been involved in the CEDP Religious Education Curriculum Framework development and we saw a need for an inquiry approach to be implemented in Religious Education.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 1** | We plan to:  
- have involvement in the CEDP Religious Education Curriculum Framework development for Stage 3  
- include all Stages in the inquiry approach to Religious Education  
- continue professional learning in the area of feedback  
- continue professional learning in the area of open-ended tasks for learning and assessment |

<table>
<thead>
<tr>
<th>Priority 2</th>
<th>The use of evidenced informed inquiry to improve student learning outcomes in reading</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reason for Priority 2</strong></td>
<td>Throughout the year the school has been gathering school-based data on the students’ reading. Currently the Early Years Assessment data indicates that the strategies that have been incorporated in 2018 with early Stage 1 and Stage 1 achieved the desired outcomes. These strategies will be embedded in 2019 and extended to Stage 2.</td>
</tr>
</tbody>
</table>
| **Steps to be taken to achieve Priority 2** | We plan that:  
- Leaders will continue to demonstrate exemplary literacy instructional practice.  
- Kindergarten to Year 3 (K-3) teachers will transfer the analysis of data gathered from assessment to instruction and learning.  
- Teachers will be using data (running records) to track and respond to the vulnerable students using the literacy progressions.  
- Teachers will demonstrate their adaptive expertise in the use of daily data. |
<table>
<thead>
<tr>
<th>Priority 3</th>
<th>The use of evidenced informed inquiry to improve student learning outcomes in mathematical reasoning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reason for Priority 3</td>
<td>Throughout the year the school has been gathering school-based data on the students’ ability in mathematical reasoning, in particular geometric reasoning, and embedding strategies in multiplicative thinking. Data indicates the need to refine the numeracy block using specific high yield strategies.</td>
</tr>
</tbody>
</table>
| Steps to be taken to achieve Priority 3 | We plan that:  
  - leaders will continue to demonstrate exemplary instructional practice in the area of numeracy  
  - Kindergarten to Year 6 (K-6) teachers will transfer the analysis of data gathered from assessment to instruction and learning  
  - teachers will be using data to track and respond to the vulnerable students using the numeracy progressions (PLAN2)  
  - teachers will demonstrate their adaptive expertise in the use of daily data |
Community Satisfaction

Parent satisfaction
During 2018, Catholic Education Diocese of Parramatta designed a digital tool, to conduct the Tell Them From Me (TTFM) survey to collate feedback from parents, students and staff about the school. This survey is conducted annually.

The TTFM data collected and reported indicated that parents:
- saw the mission of the school as a strength
- felt welcome
- felt supported in the learning at home
- felt the children were safe at school
- felt the school supported learning

Effective communication will continue to be a focus for further development as it is seen as an important aspect of high functioning schools.

Student satisfaction
The TTFM data collected and reported indicated that students:
- developed positive relationships at school amongst peers and teachers
- valued schooling outcomes
- valued and saw positive behaviour at school
- were interested and motivated
- valued effort
- experienced quality instruction
- experienced equality in student engagement amongst socio economic groups.
- experienced suitably high expectations of success
- experienced advocacy at school

A particular area of strength was in intellectual engagement entailing a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge. It was closely tied to the quality of instruction offered at school and the interaction between a teacher’s approach to instruction and student motivation was acknowledged and valued.

Teacher satisfaction
The TTFM data collected and reported indicated that teachers:
- valued the use of data to inform practice
- experienced a positive learning Culture
- felt capable of overcoming obstacles to learning
- valued parent involvement
**Student Profile**

**Enrolment Policy**

St Patrick's Primary School follows the Catholic Education Diocese of Parramatta (CEDP) *Enrolment Policy and Procedures*. 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 CEDP website showing the CEDP Enrolment Policy, Procedures and Guidelines.

**Current and previous years’ student enrolment**

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016</td>
<td>206</td>
<td>206</td>
<td>412</td>
</tr>
<tr>
<td>2017</td>
<td>216</td>
<td>193</td>
<td>409</td>
</tr>
<tr>
<td>2018</td>
<td>210</td>
<td>197</td>
<td>407</td>
</tr>
</tbody>
</table>

**Student attendance rates**

The table below shows the percentage of student attendance by Year level and school average.

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>86</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93</td>
</tr>
<tr>
<td>Year 2</td>
<td>91</td>
</tr>
<tr>
<td>Year 3</td>
<td>90</td>
</tr>
<tr>
<td>Year 4</td>
<td>96</td>
</tr>
<tr>
<td>Year 5</td>
<td>92</td>
</tr>
<tr>
<td>Year 6</td>
<td>83</td>
</tr>
<tr>
<td>School Average</td>
<td>89</td>
</tr>
</tbody>
</table>

**Characteristics of the student body**

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

| Language background other than English (LBOTE) | 295 |
| Students with disabilities (SWD)              | 6   |
| Indigenous                                    | 1   |

**Managing Student Non-attendance**

Regular attendance at school is essential if students are to maximise their potential. Schools in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6-17. Parents and guardians 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 regarding attendance requirements and the consequences of unsatisfactory attendance. The 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 guardians.

The principal/delegate will undertake all reasonable measures to contact parents promptly if an unexplained absence occurs. If truancy is suspected, the principal will contact the parents/guardians to ascertain the reason for the absence. If a satisfactory response is not received, the matter will be referred to the relevant staff at the Catholic Education Office, Diocese of Parramatta who will follow up unexplained absences as per legislative requirements.
Student wellbeing

Student welfare, discipline and anti-bullying policies and pastoral care

The school continued to implement and refine the Student Management Policy and Practice, containing a reference to Anti-bullying procedures, to create an atmosphere of total care within the school community. This involved:

- pastoral care of children
- a positive approach to the management of children
- procedural fairness and natural justice as a basic right
- support of parents in their role as primary educators of their children
- strategies for children to address any attempted bullying
- empowering children to be responsible for their own behaviour and actions; to be able to identify inappropriate behaviour; make positive choices, and modify actions
- a statement on student rights and responsibilities in the form of a student charter
- the use and display of a student created student charter to guide shared behavioural expectations
- the promotion of the school values of respect, resilience and compassion, and associated mascots and values
- the use of the 'super shamrock' incentive program
- the implementation of clear guidelines regarding the system of rewards and consequences in the school expectations

The policies and processes aimed to:

- develop happy, confident, self-directed children able to deal with life's challenges
- create a strong school identity where the individuality and diversity that each child brings are valued
- provide an environment where pastoral care and Christian values are nurtured
- teach children to be respectful, resilient and compassionate
- change unacceptable behaviour to positive actions
- create an awareness of the relationship between each child's rights and responsibility to others

The success of the school's policies was evidenced by the low level of serious behaviour problems.

The policy expressly forbids the use of corporal punishment.

The use of the Student Charter continues to be a feature of this policy. An extension of this charter to include Learning Habits is planned for implementation in 2019.

For more information please contact the school office for a Parent Handbook containing the full school policy and student charter or visit school website on http://www.stpatsparra.catholic.edu.au/faq-details/student-management-policy, for a brief outline.

Complaints and grievances policy

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Catholic Education, Diocese of Parramatta (CEDP) Complaint Handling policy. A copy of the school policy is available from the school office or is available on the CEDP website http://www.parra.catholic.edu.au/policy-central.
There were no changes to the policy during 2018.
Section Eleven: Financial Statement

### Income

- **Commonwealth (62.7%)**
- **Capital (0%)**
- **State (18.8%)**
- **Fees (16.5%)**
- **Other (2%)**

### Expenditure

- **Capital (13.5%)**
- **Salary (66.9%)**
- **Non-Salary (19.6%)**

### RECURRENT and CAPITAL INCOME

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Commonwealth Recurrent Grants</td>
<td>$2,988,836</td>
</tr>
<tr>
<td>Government Capital Grants</td>
<td>$0</td>
</tr>
<tr>
<td>State Recurrent Grants</td>
<td>$896,333</td>
</tr>
<tr>
<td>Fees and Private Income</td>
<td>$785,127</td>
</tr>
<tr>
<td>Other Capital Income</td>
<td>$94,440</td>
</tr>
<tr>
<td><strong>Total Income</strong></td>
<td><strong>$4,764,736</strong></td>
</tr>
</tbody>
</table>

### RECURRENT and CAPITAL EXPENDITURE

<table>
<thead>
<tr>
<th>Description</th>
<th>Amount</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capital Expenditure</td>
<td>$696,286</td>
</tr>
<tr>
<td>Salaries and Related Expenses</td>
<td>$3,451,123</td>
</tr>
<tr>
<td>Non-Salary Expenses</td>
<td>$1,014,251</td>
</tr>
<tr>
<td><strong>Total Expenditure</strong></td>
<td><strong>$5,161,660</strong></td>
</tr>
</tbody>
</table>

1. **Commonwealth** relates to Commonwealth Recurrent Grants including per capita funding and special purpose grants.
2. **Capital** relates to Government Capital Grants.
3. **State** relates to State Recurrent Grants including per capita funding, interest subsidy and special purpose grants.
4. **Fees** relates to diocesan and school based fees, excursions and other private income from parents.
5. **Other** refers to Other Capital Income including drawdowns from the Diocesan School Building Fund to fund Capital Expenditure.
6. **Capital** refers to Capital Expenditure including 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.