

# 2021

## ANNUAL SCHOOL REPORT



### St Patrick's Catholic Primary School

Cnr Mort & Lithgow Streets, LITHGOW 2790

Principal: Mrs Renae Dunleavy

Web: <http://www.stpatslithgow.catholic.edu.au>

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## About this report

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St Patrick's Catholic Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by Catholic Education Diocese of Bathurst (CEDB). CEDB as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and CEDB. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the faith formation, learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

It has once again been an absolute privilege to lead the school community of St Patrick's School Lithgow through another challenging year.

We started the year once again with our focus fully on quality student engagement and our sights set on consolidating the work that we had done during the last half on 2019 and 2020 on student engagement, formative assessment and differentiation. These focus areas, woven into staff goal setting, remained at the fore despite the looming interruption that was COVID-19.

As a Leadership Team and staff, we continued with our proactive approach in response to COVID, implementing clear communication procedures and a plan to deliver quality Home Learning for all of our students utilising Google Classroom and the SeeSaw app. Although parent engagement was once again heavily impacted by COVID-19, we were consciously aware of keeping parents well informed and engaged in all that was happening within the school community. Parents continued to use our Home Learning Guide as a useful tool in navigating the remote learning period.

Despite being unable to share in school Masses due to COVID-19, prayer remained an integral part of school life, with weekly whole school and staff prayer being of utmost importance. We once again looked to our founder and inspiration, St Mary of the Cross MacKillop to guide us in our all of our decisions.

### Parent Body Message

2021 was another challenging year for parents. The St Patrick's School Leadership Team once again maintained high quality communication and positive relationships through what was yet another difficult period for parents. We thank the Leadership Team and staff once again for fully supporting parents and families throughout 2021.

Our children seem to have all taken it in their stride, unperturbed by all the changes, and we believe this comes from their teachers and leaders showing them how to respond to times like this with a calm and sensible attitude.

2021 was difficult with limited opportunities for face-to-face parent engagement with the school, but the staff were always available to work with us via various communication platforms and we felt very well supported and informed in terms of student needs and progress.

Again, this comes down to how well the teachers and staff have handled every step and change during this unprecedented time. We commend the Leadership Team and staff on your care and commitment to our children and to the families of St Patrick's.

### Student Body Message

The year 2021 was a challenging one because we had to deal with COVID-19 again. It was really hard when we had to learn at home again. We missed seeing our teachers and our friends. The Leadership Team and teachers made Home Learning easy to follow and interesting. We really loved seeing the teachers on their video lessons.

It was disappointing to have all of our excursions and normal events cancelled again during 2021, but the teachers really worked hard to make sure we still had fun and engaging things to do at school. Year 6 were so grateful to be able to celebrate with a special Year 6 Dinner at the end of the year with a "Hollywood Red Carpet" theme - it was the best night!

We really missed going to Church and having our Assemblies. We missed being able to have our parents come into the school and share in our events and celebrations.

Even though 2021 was a tough year, it really showed us how special St Patrick's School is. We came to appreciate our teachers and friends more. We learned how to do new things and face new challenges. We realised just how capable we are and how resilient we can be.

We thank the Leadership Team and staff for all of the work that they did to keep our school on track during 2021 and for caring for us always.

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## School Features

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St Patrick's Primary School is a Catholic systemic Co-Educational School located in Lithgow. St Patrick's School is a Christ Centred Learning environment where all are given the opportunity to grow in relationship with Jesus. Our school was founded by St Mary of the Cross MacKillop and she continues to guide and inspire us in all that we do.

Everyone is welcome at St Patrick's, we encourage a strong relationship between school, home and parish and recognise parents as the first educators of their children. Our school provides many opportunities for parents, caregivers, family and friends to be involved in daily school life. At St Patrick's we have amazing facilities that provide safe, spacious and contemporary environments for our students.

St Patrick's School is focused on quality student engagement and a whole-school commitment to creating a settled learning environment for all of our students. The students at St Patrick's School have access to many extra-curricular opportunities including sporting opportunities, specialist music lessons with the Conservatorium of Music, choir, band and much more. We have two classes in every grade except for Year 2, which is our only one stream grade. We have an average of 20 students per class. Smaller class sizes ensure that all of our students' needs are met and they can receive individual attention and support.

Our school sets high standards for behaviour and incorporates the SPB4L program in order to explicitly teach students about appropriate behaviours that will ensure they achieve success at school. We are very proud to provide quality Catholic education within the wonderful community of Lithgow.

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## Student Profile

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### Student Enrolment

The School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Total Students
118	127	0	245

\* Language Background Other than English

### Enrolment Policy

Catholic Education Diocese of Bathurst has an Enrolment Policy for Systemic Catholic Schools in the diocese. The policy has been developed in the context of government and system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of a Single School Fee (which incorporates local costs), the Capital Works Levy and Subject Specific Costs. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees. Information about enrolling may be accessed through the [Diocesan website](#) under the About Us drop down menu - see Policies tab or by contacting your local Catholic School.

### Student Attendance Rates

The average student attendance rate for the School in 2021 was 93.18%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
93.31	92.55	93.33	94.81	94.56	93.30	90.39

### Managing Student Non-Attendance

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

students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Executive Director of Schools and designated CEDB Safeguarding Officer are provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2021:

Total number of staff	30
Number of full time teaching staff	15
Number of part time teaching staff	5
Number of non-teaching staff	10

### Total number of teaching staff by NESA category

Teachers at this School are accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead Teacher are voluntary. The number of teachers within the Diocesan Schools System at these levels is as follows:

- 29 Conditional teachers
- 24 Provisional teachers
- 873 Proficient teachers
- 2 Highly Accomplished and Lead Teachers

Additionally, there are approximately 9 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing Professional Learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific professional learning, meetings and conferences, and a range of programs provided by CEDB. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional learning. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following information provides specific details relating to the focus of these professional learning sessions.



## Summary of professional learning at this school

Term 1 - First Day of Term - Code of Conduct and Child Protection Training. Planning and preparation for the term

St Patrick's School were once again included in a MANSW project, however due to COVID the Professional Learning Days did not go ahead and were postponed.

Other professional learning during the year consisted of delivery of Professional Learning during staff meeting time with a focus on quality student engagement and managing complex behaviours.

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## Catholic Identity and Mission

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Catholic Schools have a unique role in the evangelising and educating mission of the Church. Catholic Schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student resources *To Know, Worship and Love*, and *Understanding Faith*, as authorised by the Bishop of Bathurst.

Students in Years 6 in Catholic schools in the Bathurst Diocese undertake the Diocesan Religious Education Test annually. The test consists of multiple-choice questions with the results analysed by CEDB to inform diocesan teaching and learning in Religious Education.

Religious Education and the Catholic Life of the school are at the heart of who we are as a school community. Liturgies and Masses were affected by COVID-19 during 2021 and not being able to gather in that way as a school community only highlighted how special and important those experiences are for us all.

Our Sacramental Program, although delayed, ran successfully in partnership with the Parish and students from Years 2, 3 and 6 received Reconciliation, First Eucharist and Confirmation respectively.

Whole School Prayer (shared electronically and celebrated in classrooms due to COVID restrictions) on a Monday morning continued to provide a wonderful opportunity for our students and staff to engage with the weekly Gospel and pray together as a school community.

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## Curriculum, Learning and Teaching

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The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Teacher programs adhere to NESA requirements and follow school-based Scope and Sequences. A variety of assessment strategies are used to inform practice and planning. We value the arts within our community and all students have the opportunity to engage in Music/Drama/Dance lessons with a specialist teacher. The children also have the opportunity to join the school band, school choir, perform at Eisteddfods and other events. Private music lessons are available at the school through the Mitchell Conservatorium of Music.

St Patrick's Primary School values sports and the proud sporting tradition that exists within the local community. We hold annual swimming, athletics and cross country carnivals and there are opportunities for students to progress to Diocesan, Polding and State levels for these sports. Students in Years 3-6 have the opportunity to participate in AFL, Netball, Soccer and Cricket Gala Days.

Student Reports are distributed to parents at the end of each Semester. These reports outline student learning and growth and provide meaningful feedback to students and parents. Parents engagement is encouraged via the beginning of year and half-yearly parent/teacher interviews. Parents are encouraged to be active participants in their child's learning by engaging in regular communication with their child's teacher.

## Student Performance in Tests and Examinations

### NAPLAN

The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Student results show as skill bands in the aspects of literacy and numeracy compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN is one aspect of school assessment and reporting processes, and compliments the extensive ongoing assessments made by teachers about each student's performance and learning throughout the year.

NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	24%	54%	15%	11%
	Reading	38%	55%	12%	10%
	Writing	53%	53%	6%	6%
	Spelling	38%	49%	18%	13%
	Numeracy	35%	36%	15%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	26%	35%	16%	14%
	Reading	32%	40%	11%	11%
	Writing	11%	20%	11%	18%
	Spelling	37%	38%	13%	14%
	Numeracy	21%	29%	13%	15%

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing policies, guidelines and procedures are underpinned by the guiding principles from The Australian Student Wellbeing Framework (ASWF) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Catholic Education Diocese of Bathurst Pastoral Care and Wellbeing Framework provides a vision and guiding principles that assist school communities to develop positive school cultures that promote student wellbeing and develop respectful relationships. It assists schools to identify priority areas and measure progress in the development of safe school communities. The diocesan Pastoral Care and Wellbeing Framework assists schools in:

- planning, implementing and maintaining a safe, supportive and protective learning community that promotes student safety, pastoral care and wellbeing
- creating teaching and learning communities where all members of the School community are safe from harassment, aggression, violence and bullying
- responding to new and emerging pastoral care and student wellbeing challenges.

The Diocese of Bathurst Pastoral Care and Wellbeing Framework revision began in 2021 and will continue in 2022. The Framework can be accessed at the [Pastoral Care and Wellbeing Framework](#).

The full text of the School's Pastoral Care and Wellbeing Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Behaviour Management and Student Discipline Policy

The School's Behaviour Management and Student Discipline policies and procedures are aligned to the diocesan Pastoral Care and Wellbeing Framework. The School's policy operates within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships. The policy aims to promote a safe and supportive learning environment to maximise teaching and learning for all students. It supports the development of positive social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of

each person is promoted at all times along with positive student behaviours while ensuring respect for the rights of all students and staff.

The full text of the School's Behaviour Management and Discipline policies and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Anti-Bullying Policy

The School's Anti-Bullying Policy and procedures are based on and informed by Catholic Education Diocese of Bathurst policies for Diocesan Schools and are aligned to the Pastoral Care Policy and Wellbeing Framework. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

The full text of the School's Anti-Bullying Policy and procedures may be accessed on the School's website. Changes made to the policy are notified to the community via the School's newsletter.

### Complaints Handling Policy

Catholic Education Diocese of Bathurst has a Complaints Management Policy which is implemented across the diocese. The policy recognises that at times misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world.

The Policy and procedures reflect the legislative responsibilities and demonstrate our diocesan commitment to protect the safety and wellbeing of students while supporting our employees and volunteers working with children and young people in our educational context.

The full text of the Complaints Management Policy may be accessed on the [CEDB website](#) or by contacting Catholic Education Diocese of Bathurst.

The full text of the Complaints Management Policy may be accessed on the school website also.

In addition to this policy, there are also policies and procedures related to Child Protection, Procedural Fairness, and Whistle Blowers. All of these are available through the CEDB website and the school website.

### Initiatives promoting respect and responsibility

Further embedding of the SPB4L program continued throughout 2021. The key concepts within the SPB4L program revolve around being respectful and responsible. These concepts are also a key component of the Student Engagement Project and are being reinforced regularly within classrooms and across the whole school.

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan.

The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

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## School Improvement

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Catholic Education Diocese of Bathurst has collaboratively revised and implemented Quality Catholic Education (QCE) in all schools. The QCE framework supports the continuing focus on school improvement and transformation. Cyclical processes in CEDB and schools underpin the framework ensuring alignment and coherence.

Strategic Improvement Plans (SIP) are future focused documents that map the Diocesan and School's directions, focused specifically at improving outcomes for all students and staff through the areas of:

- Faith
- Learning
- Stewardship

Each year, the CEDB and School develops an Annual Improvement Plan (AIP) indicating the intended key strategic intent across these areas for the coming year.

A copy of the school's Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School office.

### Key Improvements Achieved

Despite the challenges presented by COVID, we were able to achieve some key improvements based on the goals set in our School Annual Improvement Plan.

Our trial implementation of a Wiradjuri Language Program K-6 ran successfully and our knowledge and understanding across the school community of the Wiradjuri culture became further enhanced and embedded across our school.

Student engagement and behaviour was further enhanced with the continuation of our student Engagement Project through the implementation of whole school strategies and staff Professional Learning.

Our focus on catering more effectively for our students with high needs continued and our work on differentiation broadened ensure full inclusion and access to the curriculum for our highest needs students. A key aspect included the development of the HUB space and program which was specifically designed to set our high needs students, and students will anxiety, up for learning success in the classroom through intensive and explicit teaching of target skills.

Our IT upgrades remained successfully on track ensuring that our students and staff have access to up to date and reliable technology to enhance learning.



## Priority Key Improvements for Next Year

### Student Well-Being

- Implementation of the Grow Your Mind program to educate our whole school community and raise awareness about mental health.

### Student Learning

- Continuation of Student Engagement Project and whole school focus on high yield strategies for student engagement to enhance student learning.
- Engagement in MANSW project for Mathematics
- Roll out and implementation of new K-2 English and Maths Syllabus documents

### Strategic Resourcing

- Upgrade of perimeter fencing and playground

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year 2021, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Additionally CEDB undertakes extensive surveying of all stakeholder groups through annual School Improvement Surveys. This data is used to further inform school improvement.

### Parent satisfaction

The 2021 School Improvement Surveys indicated the following from parents:

- Average score for Faith - 4.3 out of 5
- Average score for Learning - 4.1 out of 5
- Average score for Stewardship - 4.3 out of 5

Parents also gave overwhelmingly positive feedback about the response to COVID-19 once again, with some parents commenting:

*St Patrick's has exceeded our expectations once more by the fast response time to the lockdown, to providing families information, to the teachers preparing and executing the online work.*

*....the support from the teachers [this year] has been fantastic. I've grown to expect nothing less from St Patrick's and the wonderful teachers and staff, but they should be congratulated, they really are going above and beyond.*

*Many thanks to you for [the school] leadership, it really does come from the top, and I know that it's [that] directive and support that is the driving factor for the ongoing success [of the school].*

### Student satisfaction

The 2021 School Improvement Surveys indicated the following from our Year 5 students:

- Average score for Faith - 4.3 out of 5
- Average score for Learning - 4.1 out of 5
- Average score for Stewardship - 3.7 out of 5

Student surveys were also an important part of our plan for COVID-19 and designing Home Learning. Student voice was used to shape practice and planning.

Our annual Student Learning Survey was conducted again in 2021. Results showed further reduction in student reporting that there were things happening at school that were contributing to disengagement.

### Teacher satisfaction

The 2021 School Improvement Surveys indicated the following from staff:

- Average score for Faith - 4.4 out of 5
- Average score for Learning - 4.2 out of 5
- Average score for Stewardship - 4.1 out of 5

Staff surveys were also an important part of our plan for COVID-19 and designing Home Learning. Staff voice was used to shape practice and planning. Regular feedback from staff around their response to COVID-19 was sought and utilised.

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## Financial Statement

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

School Financial Information for the 2021 year is detailed here:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,803,194
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,005,994
Fees and Private Income <sup>4</sup>	\$377,688
Interest Subsidy Grants	\$5,978
Other Capital Income <sup>5</sup>	\$76,760
<b>Total Income</b>	<b>\$4,269,614</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$59,856
Salaries and Related Expenses <sup>7</sup>	\$3,011,788
Non-Salary Expenses <sup>8</sup>	\$824,447
<b>Total Expenditure</b>	<b>\$3,896,091</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2021 REPORT