

2020

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>

About this report

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 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](#).

Message from key groups in our community

Principal's Message

The word unprecedented is now synonymous with the year 2020. It was my absolute pleasure to take on the challenge of leading our school community through a year like no other.

We started the year 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 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 adopted a proactive approach to all that was to come, implementing clear communication procedures and a plan to deliver quality Home Learning for all of our students utilising Google Classroom. Although parent engagement was heavily impacted by COVID-19, we were consciously aware of implementing procedures that ensured parents were still an integral part of what we were doing. The successful implementation of our COVID-19 School Wise Response and Strategy, as well as our COVID-19 Home Learning Guide were well-received by the parent community and ensured clarity and support for all. It was an honour to be invited to speak about our school's COVID-19 response at the 2020 World Teacher Day Conference.

Parent Body Message

2020 was a challenging year for parents for obvious reasons. The St Patrick's School Leadership Team were very conscious of maintaining communication and positive relationships with parents during this time. We thank the Leadership Team and staff for their outstanding efforts and extreme professionalism during 2020, which has seen our schools have to receive and act on information that none of us have ever experienced before. St Pat's made the process and information easy to follow for parents, and most importantly, made it feel safe and familiar for our children to follow.

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.

2020 hasn't been an easy time for any of us, as parents it has been hard not to be more involved in their school experience, but our children haven't suffered from this loss of contact, if anything they have thrived with having a little more independence.

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 2020 was a challenging one because we had to deal with COVID-19. It was really hard when we had to learn at home. 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 during 2020, but the teachers really worked hard to make sure we still had fun and engaging experiences at school. Year 6 were so grateful to be able to go on their camp at the end of the year.

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 2020 was a tough year, it certainly reminded us of what a special school community we have here at St Patrick's. 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 2020 and for caring for us always.

School Features

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.

Student Profile

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 2020:

Girls	Boys	LBOTE*	Total Students
107	116	14	223

* Language Background Other than English

Enrolment Policy

Catholic Education Diocese of Bathurst has established 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](#)

Student Attendance Rates

The average student attendance rate for the School in 2020 was 93.59%. 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
94.40	93.30	93.70	95.20	93.10	92.60	92.80

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.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	35
Number of full time teaching staff	15
Number of part time teaching staff	20
Number of non-teaching staff	13

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:

- Conditional teachers 36
- Provisional teachers 50
- Proficient teachers 857
- Highly Accomplished and Lead Teachers 1

Additionally, there are approximately 8 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 three of these professional learning days.

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

Term 1 Week 11 - Four Pupil-Free Days Scheduled by CEDB in response to COVID-19 - Home Learning preparation

Other professional learning during the year consisted of remote opportunities and had a focus upon ensuring best practice by staff in remote learning and communication with students while at home.

Catholic Identity and Mission

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 2020 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.

Curriculum, Learning and Teaching

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 of 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

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.

Due to the restrictions of COVID-19 in 2020, NAPLAN was cancelled, meaning students in Years 3, 5, 7, and 9 did not have the opportunity to undertake these tests.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's Pastoral Care and Student Wellbeing Policy, 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.

No changes were made to the Diocese of Bathurst Pastoral Care and Wellbeing Framework this year. 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 Policy and procedures are aligned to the Pastoral Care and Student 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 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.

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 Student 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 established a Complaints Management Policy which is implemented across the diocese. The policy recognises that misunderstandings, differences of opinion, and complaints and grievances will occur, and that these need to be resolved satisfactorily. 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 Policies 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.

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](#).

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

Initiatives promoting respect and responsibility

Further embedding of the SPB4L program continued throughout 2020. 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.

School Improvement

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

The Student Engagement Project focus areas continued to be a priority throughout 2020 in order to embed the skills and strategies that were explored and embedded as part of this initiative. The focus areas of student engagement, formative assessment and differentiation aimed to improve:

- * teacher understanding of what quality student engagement actually looks like, and their ability to create the conditions for quality student engagement
- * teacher use of quality formative assessment strategies in order to embed reflective practice that informs future planning
- * teacher use of the Differentiation Model as a way of providing differentiated instruction that is explicit in its design and targeted at exposing gaps in learning.

Communication with and seeking feedback from parents were also focus areas that became even more important in during 2020. Although our modes of communication had to change and adapt to the events of 2020, we were successful in engaging parents in a variety of ways and used their feedback to inform our planning and practice.

Priority Key Improvements for Next Year

The main focus areas of the 2021 Annual Improvement Plan include:

* Catholic Life and Religious Education

- Updating the school's Vision and Mission and continuing to implement the SPB4L Program while reviewing our Pastoral Care and Discipline Policies so that all aspects are in alignment.
- Implementing Christian meditation as an agreed practice across the school
- Implementation of a Wiradjuri Language Program K-6

* Learning and Teaching

- Continued focus on implementing school-wide strategies to enhance student engagement
- Professional Learning on student engagement for new staff and Support Staff
- Further implementation of the Differentiation Model and formative assessment strategies and how we can cater for our Students With Disabilities using these tools
- Engagement in a MANSW Project in order to up skill our staff in the teaching of Mathematics

* Leadership for School Improvement

- Mentoring of teachers with a focus on quality reflective practice
- Continued design and delivery of Professional Learning for staff
- Continue seeking feedback from the school community on the Leadership Team's performance

* Strategic Resourcing

- IT upgrades
- Upgrade of perimeter fencing
- Playground upgrades and landscaping to maximise playground space

Community Satisfaction

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, 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 School Improvement Surveys. This data is used to further inform school improvement.

Parent satisfaction

The 2020 School Improvement Surveys indicated the following from parents:

- * Average score for Faith - 4.5 out of 5
- * Average score for Learning - 4 out of 5
- * Average score for Stewardship - 4.2 out of 5

Parent satisfaction data was collected during 2020 around the school's response to COVID-19. From this data the following was ascertained:

- * 100% of parents who responded reported that they felt the Leadership Team had a clear plan for dealing with COVID-19
- * 94.3% of parents who responded were extremely satisfied with the Leadership Team's communication
- * 85.7% of parents who responded were extremely satisfied with the Home Learning provided by the Classroom Teachers
- * 88.6% of parents who responded were extremely satisfied with the COVID Safe protocols that the school implemented

Some of the comments provided in the parent surveys included:

The home learning provided was engaging for students, and the teacher support was outstanding.

I was very impressed by the way in which the teachers modified the learning tasks to suit 'at home' learning and Google Classroom. My children benefited greatly from listening and watching the videos the Teachers recorded.

So grateful to our wonderful teachers for everything they've done to help us through COVID. I take my hat off to you all for the wonderful work you do.

Great team work at responding to a very difficult situation. Love the community spirit and approach the leadership team provided. The book you all created and sent home was amazing!

The communication between the staff and parents was excellent. The google classroom was easy to follow and staff were quick to respond to any questions we had. Learning was fun, interesting and routine was consistent. Excellent job everyone during a very difficult time, could not have picked a better school for all my children. Thanks so much

Student satisfaction

The 2020 School Improvement Surveys indicated the following from our Year 5 students:

- * Average score for Faith - 4.3 out of 5
- * Average score for Learning - 4.2 out of 5
- * Average score for Stewardship - 4.1 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 2020. Results showed an 18% reduction in student reporting that there were things happening at school that were contributing to disengagement.

Teacher satisfaction

The 2020 School Improvement Surveys indicated the following from staff:

- * Average score for Faith - 4.5 out of 5
- * Average score for Learning - 4.3 out of 5
- * Average score for Stewardship - 4.2 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.

Financial Statement

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

School Financial Information for the 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$2,451,125
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$870,841
Fees and Private Income ⁴	\$371,709
Interest Subsidy Grants	\$11,587
Other Capital Income ⁵	\$63,773
Total Income	\$3,769,035

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$29,930
Salaries and Related Expenses ⁷	\$2,791,599
Non-Salary Expenses ⁸	\$803,260
Total Expenditure	\$3,624,789

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 2020 REPORT