

# 2024

## Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### St Patrick's PS

155 Wollombi Road, CESSNOCK 2325

Principal: Petrina Massey

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

## About this report

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St Patrick's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the Strategic 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

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### Principal's Message

In schools, we must live in the present, but the future is always part of our planning as we strive to achieve our goal -that of supporting each child to realise their full potential in all aspects of their lives and move towards taking their place in the world.

In addition to academic endeavours, guiding emotional growth, supporting the wellbeing of students and being present to families, educators in Catholic schools have a sacred role as the mission of the Church is the foundation of our educational mandate. We have the privileged responsibility of providing students with positive role models by witnessing to our faith and showing the love of God to each person we encounter.

At St Patrick's we pride ourselves on our culture of inclusion -we have no barriers, we make no judgements - EVERYONE is welcome here! Everyone is treated equally. Everyone is respected and cared for. Everyone has their needs met. Everyone belongs! All teachers and support staff at St Patrick's Primary School, Cessnock embrace the gift that Catholic education offers - to be the face of Christ in all of our interactions.

### Parent Body Message

The Parent Body known as the P & F Association has supported the school with some fundraising efforts and providing feedback on a variety of areas of school life. This year we facilitated the Mothers Day and Father's Day stall for the children. These are annual events which are always looked forward to and the children's faces are so bright as they come and select a gift for their loved ones. We also had some raffles throughout the year and a Chocolate fundraiser which was very popular.

The Canteen was able to reopen with the support of the Principal and school. We were unable to run the canteen ourselves as a parent body, so the school has been able to take this on employing a supervisor. This has assisted our community immensely with the parent body supporting the canteen through volunteering to be in the canteen on days it opens. Pleasingly there was enough support to increase from an initial 2 days a week to 3. This is a wonderful support service for our families.

Thanks to the wonderful fundraising efforts of the P and F over 2023 and 2024 we were able to assist the school in purchasing a large number of laptops and I-pads to meet the technology needs of our students.

## **Student Body Message**

As always, it has been a privilege to serve on the St Patrick's 2024 Leadership Team. During this year we have been able to fulfil all of our leadership duties including hosting regular weekly assemblies and helping to organise and be a part of the many school Liturgies and activities that take place throughout the year. As a Leadership Team, we were able to organise and help run the Athletics and Swimming Carnivals and one of the highlights was attending the local Council's Mayoral Breakfast. At this event there was an inspirational speaker who motivated us as a Leadership Team to understand what it means to be not just a good leader but a great leader. Also all leaders come with their own gifts and talents and we can be leaders in MANY ways. We also enjoyed welcoming our new Kinder buddies in 2024 and we tried to be the best role models for them. Sometimes they were hard work, but they are just little. As a Student Leadership Team, we worked closely with our Year 6 teachers to implement the values of our School Vision & Mission statement, that forms the basis of our core Christian beliefs of kindness, compassion, forgiveness, justice and respect.

## School Features

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In response to the perceived need of the Catholic community of Cessnock, the first Catholic school commenced in January 1887 by the Sisters of St Joseph's. St Patrick's Church at Nulkaba was used for this purpose.

A new church was built in 1893 and the Church-School was now fitted with permanent fixtures and the building converted to St Patrick's school. On 15 July 1906, a hall measuring 50ft by 20ft was moved to the High Street site and furnished as a school. It also served as a temporary Church. It was known as St Joseph's Church-School.

In 1936, a new brick Mt St Joseph's School on Bridge's Hill replaced the old hall. This served as a primary school and later as a junior secondary school for girls. There was also a Catholic school at Bellbird from 1937 to 1958.

In 1937, St Patrick's school was relocated from Nulkaba to Wollombi Road. The 1970's saw the completion of a new brick complex at St Patrick's.

In 1996, the new administration building was opened with a much larger library. The staff room was also refurbished.

In 2008, new administration, canteen and meeting facilities were opened. The pioneers of the school were the Sisters of St Joseph's. We recall with gratitude the faith and dedication of the pioneer priests, sisters, teachers and parents of the Catholic community who laboured tirelessly to establish the faith and Christian traditions we espouse and value today.

2012 saw the opening of new facilities funded by Building the Education Revolution grant. On completion of the works, the school was delivered a new school library, computer room equipped with 30 computers, three classrooms, a multi-purpose room, office and storage space.

We have also had our toilet block renovated, a lift put in connecting the ground floor to the first storey and the old St Joseph's Convent that was located right next to our school was demolished freeing up a large parcel of land to become an extension of our playground. We are grateful to the Catholic Schools Office for purchasing this land for us as the extra playground space was very much needed.

In 2024 a new outdoor learning space was completed behind our Kinder rooms for our Infant classes. This space boasts a large deck, grass areas, play equipment and a sandpit. This area also serves as an amphitheater space. This space allows for outdoor learning and creative play in a safe environment.

# 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
171	181	33	352

\* Language Background Other than English

## Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying [Enrolment Procedures](#). It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

## Student Attendance Rates

The average student attendance rate for 2024 was 87.99%. 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
90.38	89.35	89.50	87.12	88.46	84.89	86.26

## 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 Professional Officer for School Enrolment is 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	35
Number of full time teaching staff	17
Number of part time teaching staff	6
Number of non-teaching staff	12

### Total number of teaching staff by NESA category

Teachers at this School are either 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 (systemic schools) at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.



## Catholic Identity and Mission

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Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

St Patrick's Primary School lives out our school Vision and Mission statement every day. Our Vision and Mission statement was carefully discerned and created by our staff to reflect our Josephite Charism and shared beliefs.

The Vision of St Patrick's Catholic Primary School, Cessnock is with heads, hearts and hands, St Patrick's walks in harmony with Jesus Christ.

Based on the Josephite tradition, our mission is to foster a love of learning and a sense of community based on the values of kindness, compassion, forgiveness, justice and respect.

All staff and students know and understand what this means and what it looks like at school every day. Our Vision and Mission was formally launched to our wider community and importantly has the endorsement and support of our Parish Priests.

Students explore the Josephite Charism and each value of our mission through explicitly taught lessons and practical activities. Students proclaim our Vision and Mission each week at school assemblies and are acknowledged through awards based these values.

We value our strong Catholic identity here at Cessnock and the partnerships we have with our local parish and wider community. Our staff and students are proud of our culture which is evidenced by the way they witness their faith each day.

## 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

As a Gifted Education Lead School we offer many opportunities for students to extend their learning and stretch their capacity. The achievement of best outcomes for all students is a focus of our work.

The development of our Leading Learning Collaborative is an ongoing feature of staff development and our students are now adept at setting learning goals, determining the criteria for personal success, responding to feedback, using the Third Teacher and engaging in Learning Walks and Talks.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Patrick's PS for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	48%	54%
	Reading	66%	66%
	Writing	76%	77%
	Spelling	56%	61%
	Numeracy	68%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	53%	65%
	Reading	61%	71%
	Writing	61%	67%
	Spelling	50%	68%
	Numeracy	53%	55%

## 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 informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion 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. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

During 2024 the overall feedback from the school community was one of immense gratitude. Many parents/carers sent messages to the Staff expressing how thankful they were for the care and consideration that had been given to their child throughout 2024. The school community was happy at the various opportunities that were provided for their children to learn and grow, as well as the social gatherings that were orchestrated to build a sense of community. Of course, in any educational setting, we acknowledge that at times, we can do things a bit better and our aim is therefore, to strive to continually improve in our engagement and delivery of the curriculum as well as on-going communication with our Parents/Carers. We have appreciated both the positive affirmation from our Parent Community as well as any constructive feedback that has been offered on occasions.

### Student satisfaction

We love our school! The teachers are very nice and supportive, and everyone is friendly, kind, and welcoming. Everybody is compassionate so nobody is left out. There are many fun things to do at St Patrick's, especially at lunch times where we have 9 square, play equipment, sporting fields, lunch club and even lego club. We are all active citizens of the school and the community. All students have a voice at St Patrick's when it comes to issues concerning student wellbeing, social justice, and the environment. This year we continued our garden projects and recycling our plastic bottles at return and earn to help the environment and buy plants for our gardens. Our school provides lots of opportunities for us to learn. This year, we loved participating in sports for schools, as well as lots of excursions and a magician show! We have had opportunities to be part of different groups within the school, such as the choir, leadership teams, sporting teams, debating, public speaking, spelling bee, mathematics bee and culture club. We had a fun year playing with our friends and participating in activities, such as colouring in competitions, school excursions and camps!

### **Teacher satisfaction**

Teaching at St Patrick's is a happy and vibrant environment. All staff work together to benefit each student in our school. Our school is a highly supportive environment to ensure each teacher not only understands their role, but to feel a sense of community through our families and parish. Many teachers participate willingly in numerous community, cultural and sporting events. The meaning of being in a Catholic school is really epitomised here at St Patrick's and we pride ourselves on this each year.



## Financial Statement

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

School Financial Information for the 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$4,044,465
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,090,107
Fees and Private Income <sup>4</sup>	\$863,908
Interest Subsidy Grants	\$7,808
Other Capital Income <sup>5</sup>	\$284,056
<b>Total Income</b>	<b>\$6,290,344</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$762,856
Salaries and Related Expenses <sup>7</sup>	\$4,882,046
Non-Salary Expenses <sup>8</sup>	\$1,595,550
<b>Total Expenditure</b>	<b>\$7,240,452</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 2024 REPORT