

2024

Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



St Patrick's Primary School

213 Northcote Avenue, SWANSEA 2281

Principal: Miss Lucy Harvey

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

About this report

St Patrick's Primary School (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

Principal's Message

St Patrick's Annual School report reflects a snapshot of our school in 2024. We are a proud Catholic school built on Awabakal land. Our school is steeped in tradition and shared beliefs. Founded by the Sisters of St Joseph's, we take great pride in our Josephite heritage. We are committed to creating and fostering a caring community where parents, teachers and students work together in mutual support and respect. It is this community aspect of the faith we share that sets the tone of our Catholic school.

Our staff are dedicated, hard-working and professional. We all strive to provide the best environment for our students to grow in all facets of life. Our aim is to encourage lifelong learning and wellbeing, developing in our students, the skills needed to be active and responsible citizens of the future.

St Patrick's is a community with a culture of continuous improvement. Our teaching staff demonstrate a deep understanding of how students learn. Our classrooms are inviting, and active learning is evident. Our children are engaged and encouraged to express themselves and share their skills, passions and knowledge with one another. We strive to create critical and creative thinkers.

Our focus in 2024 was to continue to build connections and relationships with and among our parent body. Throughout the year, we provided numerous opportunities for our families to connect through a variety of school events. Such events included Father's Day, Mother's Day, Grandparent's Day and Book Week activities, Colour Run and Christmas Concert. Throughout this year with the support of the Diocese and our parent body, we have enhanced many of the facilities offered at St Patrick's. We look forward to continuing the strong relationships present at St Patrick's, knowing that together we are living our mission, vision and values.

Parent Body Message

2024 has been a successful year for both community building & improvements throughout the school itself. Our P&F has been formed together by a strong group of motivated & enthusiastic parents of students across all stages. Again, this year, with the help of the school staff, the P&F organised a number of events with the ultimate goal to achieve:

- 1 event at school each term we could co-host that family & friends could attend; and
- 1 event at home each semester, students could fundraise

These events brought together our school community whilst also raising some excellent funds for our school which as a result helped fund a wide variety of resources & items for our students, school & community to utilize throughout the year and into the future.

It has been a pleasure working with the school executive, the committee & the wider school community in 2024 and we look forward to another wonderful year at St Patrick's in 2025.

Student Body Message

This year has been another wonderful year at St Patrick's. We have been building a positive school community through our wellbeing framework with students trying to be their best selves and earn 'Paddy Points'. We've enjoyed Smiling Mind time and participating in our Wellbeing lessons on how to be learn, love and serve through Jesus.

Our school gives us lots of opportunities to extend ourselves. We participated in many sporting activities including pathway sports and gala days. We tried our best in Public Speaking and Debating, Spelling and Maths Bees as well as in Tournament of Minds. We love running our school liturgies especially our St Patrick's Day, Holy Week and Advent liturgies. We always have fun on our excursions and camps, at Book Week and of course our annual colour run. We finished the year off with a spectacular concert called 'The Friendship Chronicles' with over 400 people coming to watch.

We have been lucky this year to have new carpet in each room, new learning walls and a brand-new outdoor learning space with a boardwalk. We love our school by the sea!

School Features

St Patrick's is a Catholic co-educational Kindergarten to Year 6 systemic school in the Diocese of Maitland-Newcastle. It is one of three schools within the Parish of Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale. Most of the school's students transition to high school at St Mary's Catholic College, Gateshead.

The Sisters of St Joseph opened St Patrick's Primary School, Swansea, on Tuesday 29 January 1952, with 30 students in attendance on the site in Wood Street where McDonalds now stands. In 1977-78, the school was relocated to its present site on the shore of Black Ned's Bay. In 2006, the school was demolished to make way for the buildings we currently occupy.

The St Patrick's P&F have continued their very proactive parental involvement in the life of our school throughout 2024. We are blessed to have parents who actively volunteer to run the canteen as well as organise events for the school community. Our P&F work tirelessly to fund raise to support St Patrick's and to provide opportunities for students and our families to have fun and build connections.

The students have many opportunities to represent in a variety of academic and sporting endeavours. In 2024, our students competed in the Regional Catholic Schools Public Speaking and Debating competition. The students represented the school at Regional, Diocesan, Polding levels in a diverse range of sports. The students also had the opportunity to participate in gala days and a team competed at the NSW Netball Schools Cup. In addition, students participated in a 10-week gymnastics program and numerous Sporting in Schools programs throughout the year.

In 2024, individual classes undertook day trips, including a visit to the Ray and Shark Centre, Murrook Cultural Centre, Glenrock Cultural Centre, and Tocal Homestead. The Years 5 and 6 students spent three days at the Great Aussie Bush Camp. Students in Years 4, 5 and 6 attended the Diocesan ASPIRE production at the Civic Theatre. As part of our wellbeing focus, students engaged in Smiling Mind and Grow Your Mind as our social and emotional learning.

Students in our primary classes were provided with the opportunity to participate in a variety of ICAS Competitions, the Premier's Reading Challenge and 200 Nights of Reading as well as The Young Writers workshops.

This year we continued to enhance the facilities of the school with an extension of our Administration building and the construction of an outdoor learning corridor. Every classroom

received new carpet, pinboards and paint. St Patrick's is making a proud statement as a Catholic school in the local area.

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
77	64	13	141

* 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 90.24%. 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
92.88	88.42	92.69	88.96	90.60	90.43	87.68

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

Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	21
Number of full time teaching staff	7
Number of part time teaching staff	7
Number of non-teaching staff	7

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

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)

In 2024, our Annual Strategic Improvement Plan focused on the formation of staff and deepening the understanding of St Patrick's Primary School's story. This involved linking the patron saints of the school; St Patrick, St Joseph and St Mary of the Cross MacKillop, their charisms and how they lives link to the vision and mission statement of the school. This initiative will continue to be a priority in 2025, as we work to engage both staff and students in further developing and living out these core values of what defines the culture of St Patrick's Swansea.

Our primary liturgical focus was to further engage our school and parish community in the faith life of St Patrick's, fostering a stronger sense of unity within the school. We placed particular emphasis on promoting our liturgical celebrations and re-orienting our families to the liturgical life within the school.

The Opening School Mass was a key moment, marking the induction of the 2024 school leaders and featuring the Call to Serve ceremony for our staff. The Feast of St Patrick celebration was another significant occasion, with a whole-school Mass. During Holy Week, our reflection centred on the passion and resurrection of Jesus, with senior students taking the lead in the liturgies that depicted these pivotal events telling the story in a meaningful and engaging experience for all present.

Other liturgical highlights throughout the year included Ash Wednesday, Catholic Schools Week, NAIDOC and Reconciliation Week, the feast of St Mary of the Cross MacKillop, as

well as celebrations for Mother's Day, Father's Day, Grandparents Day, Advent/Christmas, and our Rite of Passage Liturgy.

In further strengthening parish connections, the Religious Education Coordinators from the three parish primary schools met each term to collaborate on liturgical planning. This ongoing partnership is an important step in fostering deeper relationships and organizing joint events among the parish primary schools.

The St Patrick's community is deeply committed to social justice, and this year we supported organizations such as Caritas, Catholic Mission, and St Vincent de Paul. Our community responded generously to these initiatives, demonstrating the school's strong commitment to social justice.

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, 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.

This year saw the full implementation of the new K-6 Syllabus for both English and Mathematics. Scope and Sequences were written aligned to the new syllabuses and school wide programming templates were implemented for consistency in pedagogy across grades in these KLAs.

Mathematics

With a focus on improving student outcomes in Mathematics, the following whole school approaches were developed:

A data wall showing the placement of all students K-6 was co-constructed with a focus on Representing Numbers. The online platform Essential Assessment was used to ensure consistency in data collection. At the end of each term the data wall was updated and students in each grade were identified as below, at, or above grade level.

During PLTs, teachers followed a collaborative inquiry cycle, led by knowledgeable others (Pedagogical Mentor, Learning Support Teacher and Gifted Education Mentor). Multiple data sets were used to identify an area of need within each class; teaching strategies to support development in this area were collaboratively planned and implemented; mid-course corrections were made; and growth was celebrated.

NAPLAN results showing a correlation between Numeracy and Reading results, led to an emphasis placed on the importance of explicitly teaching mathematical vocabulary. A staff PL day led by CSO Speech Therapist, Donna Crow, improved teacher knowledge in this area and resulted in agreed practices such as using a Frayer-model scaffold to unpack mathematical vocabulary during mathematics lessons and display on classroom learning walls, and front-loading mathematics vocabulary prior to assessment tasks.

Agreed practices were collaboratively written, including programs with a lesson sequence of a daily number sense/warm-up activity, followed by activities connected to a big idea that follow a launch, explore, summarise model; the use of de-constructed learning intentions and co-constructed success criteria; anchor charts displayed on a Maths learning wall to be accessed by students as the third teacher; and setting individual maths goal for students.

Through the analysis of CogAT data, led by our Gifted Education Mentor, high potential and gifted students in mathematics were identified, and strategies to cater to their needs were discussed and planned for. These strategies included in-class tiered tasks and extension menus; external competitions such as Maths Bees, Maths Olympiad/ Games and ICAS; withdrawal groups e.g., maths mentors.

English

In preparation for 2025, professional learning has involved teachers writing assessment plans for English that outline the assessment tasks that address each of the focus areas in the new syllabus. Further focus will continue in this area in 2025 with the development of quality assessment practices.

Student Performance in Tests and Examinations

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 Primary School 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	55%	54%
	Reading	70%	66%
	Writing	75%	77%
	Spelling	60%	45%
	Numeracy	70%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	62%	65%
	Reading	73%	71%
	Writing	77%	67%
	Spelling	65%	68%
	Numeracy	65%	68%

Pastoral Care and Student Wellbeing

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

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

The parents see the small school setting as an advantage because it is able to offer a nurturing environment where the students and their families are known by every staff member. We have received lots of positive feedback and thanks this year, either verbally, via email, or on Facebook for the number of opportunities for social events that have been provided. Our events are well supported in number by parents, carers and extended family members. Parents and grandparents happily volunteer and are seen regularly around the school. Parents also take the time to email appreciation for the care and concern given to the students. In our whole school wellbeing survey, 100% of parent respondents felt that student / teacher relationships are respectful, authentic and positive. They also felt that students are happy, valued and included; and that the community is welcoming and respectful; academic, spiritual, social and emotional growth is supported. In this year's Tell Them From Me survey, parents ranked the school above the regional mean in all domains, placing St Patrick's in the high percentile of schools across the diocese.

Student satisfaction

The data from the whole school Wellbeing Survey undertaken by students Kinder to Year 6 had 100% of respondents feel that they are listened to. The data revealed that students feel safe and happy, supported and motivated to learn; have a positive sense of belonging and positive relationships with teachers. The students feel they are able to ask for help. The students would like further support on developing conflict resolution strategies amongst their friends and have more opportunities for extra-curricular activities. The students were most grateful for the number of sporting and educational opportunities proved by the school. All students were excited to attend and participate in an excursion or an overnight camp. A highlight for the students continues to be the annual colour run.

Teacher satisfaction

St Patrick's is blessed to have such a highly motivated, dedicated, professional staff. The high level of pastoral care amongst staff members is to be admired. Staff participation in community events and the low rate of staff absences are indicators of staff satisfaction at St Patrick's.

The staff value the professional development opportunities offered to them and are always seeking ways to enhance their teaching practice and pedagogy to improve student outcomes and wellbeing. The staff work as a team and support each other when challenges arise.

In our Wellbeing survey, 100% of staff respondents agree that:

- Student wellbeing is important to prioritize
- the community is welcoming, respectful and inclusive
- students are known, valued and cared for

The staff believe student learning, social and emotional skills, spiritual growth and diversity is well supported.

In the 2024 Tell Them From Me survey, staff ranked St Patrick's above the region mean in all eight drivers of student learning and above in all four dimensions of classroom and school practices. Scoring the highest with a school mean of 9 was the staff's belief that St Patrick's is an inclusive school.

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 ¹	\$2,239,873
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$590,815
Fees and Private Income ⁴	\$388,462
Interest Subsidy Grants	\$9,253
Other Capital Income ⁵	\$136,944
Total Income	\$3,365,347

Recurrent and Capital Expenditure 2024	
Capital Expenditure ⁶	\$432,956
Salaries and Related Expenses ⁷	\$2,524,398
Non-Salary Expenses ⁸	\$1,021,933
Total Expenditure	\$3,979,287

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