

# 2024

## Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### St Patrick's Primary School

Macquarie Street, WALLSEND 2287

Principal: Danny Ariel

Web: <http://www.wallsend.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

I am delighted to present to you the Annual School Report for St Patrick's Primary School, Wallsend. During 2024 we here at St Patrick's continued to celebrate many rich and varied academic, sporting, cultural and spiritual achievements of our students. These rich events help us to continue to build our strong relationships with our school community, and our relationship with the Wallsend - Shortland Parish and the wider community. Many of our students and leaders represented St Patrick's in a number of community and Diocesan events. In 2024 our P&F was disbanded, as we moved to the new PEG (Parent Engagement Group) model. Our PEG parents continued to support our wonderful, contributing of time, support, expertise, ideas toward the improving of the school and raising valuable money through fundraising events such as a very successful Mother's Day and Father's Day stall, operating the canteen and our hugely 'Learning Showcase' and Colour Run in Term 4.

Most pleasing, however, were the much-improved academic results of our students in the Naplan tests, PAT tests and Year 6 Religious Literacy test, as well as other tests such as the ICAS and Newcastle Permanent Mathematics Test.

Throughout the year ALL was our students chased many learning and wellbeing 'PB's' (personal best) across many curriculum areas. The amazing work done with PB4L (Positive Behaviours 4 Learning) with our staff, students and parents highlighted wonderful improvement across the school with wellbeing at the forefront of all we do.

Our 'learning conversations' continue to focus on improving the individual learning needs of every student at St Patrick's and our specific focus for 2024 was continuing to improve every student writing knowledge and understanding. These collaborative 'learning conversations' are rich discussions that now embed our knowledgeable others' as an amazing wealth of learning knowledge, wisdom and support for our teachers and students alike. We are very proud of our students' successes both in and out of the classroom during 2024. Copies of this report are available from the school office or from the Catholic Schools Office website.

### Parent Body Message

This year saw the dissolution of the previous P & F at St Patrick's Wallsend and the start of PEG as a steppingstone to the introduction of FACE.

At St Patrick's our families can take part in a wide range of volunteer roles from working in the canteen, assisting on school excursions and sporting carnivals as well as helping with

parent reading groups. As well as attending special events like our liturgies, award ceremonies and celebrations for our patron saint, St Patrick.

Being part of the PEG is one of the ways parents can be involved in school life. Our PEG group meets through the year to discuss various topics some of which being fundraising, wellbeing, curriculum, sport and creative arts.

The families of St Patrick's are encouraged to support the school through various fundraising activities throughout the year. These are exciting events for the children especially the Easter raffle, Mother's Day and Father's Day stalls and the St Patrick's day celebrations with Stage 3 students setting up mini stalls.

Communication with parents is frequent and varied in nature. Different apps are used to by the various stages to communicate with families showing videos and photos to update families on their child's day. The Compass app is used to keep families notified with alerts, newsletters, upcoming events and fees due. Parent/teacher interviews are held each year to discuss each child's progress and goals. Face to face meetings outside of these normal parent/teacher interviews can be arranged as requested or required and phone calls to parents or caregivers are also made on occasion. The school also uses Facebook to communicate with the broader community.

### **Student Body Message**

During 2024, the students at St Patrick's have been involved in many exciting and enjoyable events. Some of these include our St. Patrick's Day stalls, Socktober event, our Colour Run and Book Week (this year all the teachers dressed up as characters from Harry Potter). This year we took our PB4L focuses to a new level with more exciting challenges and friendly competitions. The house winners got to have a movie day, pizza lunch, and the end of year water fight.

At St Patrick's we get the opportunity to be involved in abundant amounts of sporting opportunities over the year. The most memorable ones for our school community would be our intensively competitive swimming carnivals, our soccer, touch, rugby league and cricket gala days and finally our incredible athletics carnivals (we always excel in this area of sport).

The St Patrick's community is an exceptional one to be in. Everyone is always extremely kind and caring. The supportive teachers are the reason our primary school years are so lovely. Our school motto is Faith, Knowledge and Service. We live these values every day at St. Patrick's, but our students and teachers always show many other positive traits and qualities.

## School Features

---

St Patrick's Primary School was founded in January 1883 by the Sisters of Mercy. They commenced teaching in a stone church on the hill in Macquarie Street. In 1902, a new brick school was erected on the other side of the road and was blessed and opened by Bishop Murray. Major additions and improvements to school facilities took place in 1983, 1996, 2008 and in 2011 when work under the BER (Building Education Revolution) began. This comprised the refurbishment of the hall and kitchen facilities, canteen, art room and classrooms. An additional classroom and withdrawal area was also built.

Further upgrades occurred at the end of 2018 when St Patrick's received a new demountable library, data wall/teacher collaboration space. This allowed for the old library to be converted into an open style double Kindergarten classroom. We now have a new infants play equipment and Kindergarten breakout space/passive play area.

The Mercy heritage lives on today through the rich Catholic tradition and culture that pervades the prayer and liturgical life of the school and through a strong emphasis on social justice initiatives and these are closely linked to our Positive Behaviors 4 Learning goals.

St Patrick's is a Catholic systemic Primary School in the Diocese of Maitland Newcastle with an enrolment of 338 students by the end of 2024 from Kindergarten to Year 6. It is located 13km west of the Newcastle CBD and services the town of Wallsend and surrounding communities including: Maryland, Fletcher, Rankin Park and Elmore Vale. In 2024 St Patrick's continued with fourteen classes, double stream classes from Kindergarten to Year 6.

In 2024 St Patrick's and the diocese continued to repair and improve existing buildings, learning spaces and in particular what our playground may look like in the future. At the end of the year the Diocese and school in collaboration with each other got another seven classrooms repainted. A number of classrooms received new carpets, vinyl and wall felt.

I would like to thank our PEG (Parent Engagement Group), they are a small group of committed members who continue to support our students and school with fun fundraising opportunities, such as our Term 4 Colour Run and Mother's and Father's Day stalls. We look forward to our parents continuing to support St Patrick's as we transition from the Diocesan PEG (Parent Engagement Model) to the FACE model in 2025.

In 2024 students from St Patrick's fed into St Clemente High School (Years 7-10) or St Pius X Adamstown (Years 7-10). Both St Clemente and St Pius X HS provide a transition program for our students and opportunities for transition visits and learning opportunities at the feeder schools.

## 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
154	178	126	332

\* 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 90.69%. 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
91.73	91.51	89.86	89.79	90.23	90.89	90.81

## 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	39
Number of full time teaching staff	14
Number of part time teaching staff	14
Number of non-teaching staff	11

### 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)

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.

St. Patrick's Primary School, specifically, is one of the oldest schools in the diocese. It was founded by the Sisters of Mercy and named after St. Patrick who was renowned for spreading the good news of Jesus throughout Ireland.

As part of our School Improvement Plan, the staff, students, and families of St. Patrick's are actively working toward articulating the values, beliefs, and practices that constitute the Catholic culture of our faith community. In 2024, we had many highlights, the first of which was a planned faith formation opportunity. Students from all grades were reminded about our Mercy Charism, our Vision and Mission statements, the school crest and our founders. They then learned about the importance of and various ways to pray.

We also embedded the CSO's Self-Efficacy project into our practices, updated school visuals, saw the success of another Sacramental Program, had the REC visit the church with various classes, continued mission initiatives, prioritised our school's relationship with the parish, engaged with Education Officers, and finalised a new school prayer. Parents and

carers were informed about each of these through our communication platforms including our fortnightly newsletter.

In regard to learning, Year 2 and Year 3 implemented the new Religious Education curriculum which focused on a 'Pedagogy of Encounter'. The modules will continue to be rolled out to the remainder of our primary grades over the coming years. Our Year 6 students completed the diocese's a religious literacy test in August, achieving an average total of 61% with 91% of students achieving above this total. These results are well above the Diocesan average.

In 2024 our Mini Vinnies Lunch Club continued. It is here that a group of students from various grades gather to support the Religious Education Coordinator in being the on-site faces of Jesus. The students who opted to attend this lunch time group delivered Project Compassion boxes during the season of Lent and promoted the Vinnies Winter Sleepout and Appeal. They additionally presented classroom liturgies, created posters to advertise initiatives, and performed musical and dance pieces for several masses.

## 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.

St Patrick's continues to be a true Professional Learning Community through a focus on learning, using data to inform teaching. Creating assessment-ready learners through articulating clear Learning Intentions in every subject area, as well as co-constructing Success Criteria and individual learning goals, ensures that teachers, students and families walk the learning journey together throughout the year. Teachers meet fortnightly in grade teams along with executive staff and "knowledgeable others" to analyse student achievement data, which provides direction for mapping the next two weeks' learning.

The staff of St Patrick's are continually upskilling themselves in response to diocesan initiatives, our school strategic plan and teacher-identified areas of professional need.

In Religious Education, teachers met once per term to analyse pre-assessment data, helping them to differentiate instruction for the term. Our staff also participated in the diocesan initiative to build Religious Efficacy, identifying our strengths and our areas of focus for those who teach Religion in classrooms.

In response to our NAPLAN and writing assessment data, and also following on from our literacy journey through phonemic awareness, fluency and comprehension in the last three years, our teaching staff engaged in professional learning on using the Writing Progressions, strategies for improving student writing, and building on our knowledge of Scarborough's Reading Rope by focusing on sentence structure, grammar and punctuation, which are the foundations of writing. We began using a Cold Write model, assessing student writing across the school each term, and analysed this data to monitor student outcomes in writing across the school. This included targeted interventions through case management meetings to assist students in achieving their writing goals.

Wellbeing of students, families and staff continued to be a focus in 2024. In response to wellbeing data, our Positive Behaviours for Learning (PB4L) framework continued to evolve

so that students would be able to articulate our three PB4L values of Being Respectful, Being Responsible and Being Ready to Learn. We also began to incorporate the Grow Your Mind program to support our students' social/emotional wellbeing and self-regulation.

Moving into 2025, St Patrick's will progress to the final stage in our three-year Strategic Improvement Plan for both Catholic Culture and Literacy, as well as implement a new goal in the domain of Wellbeing.

## 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	64%	54%
	Reading	81%	66%
	Writing	95%	77%
	Spelling	67%	61%
	Numeracy	76%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	66%	65%
	Reading	68%	71%
	Writing	73%	67%
	Spelling	59%	68%
	Numeracy	68%	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

In 2024 our parent community completed the 'Tell Them from Me Survey.' The questionnaire provided the opportunity to offer opinions about how the school supports learning, positive behaviour and the quality of the learning environment. This is what our wonderful parents had to say through the 'Partners in Learning' Parent Survey.

Parents felt that they could easily speak with their child's teachers and that communication from the school was clear and accessible. 91% of parents reported that they had contacted their child's teacher since the beginning of the year to discuss their child's learning. This data was supported by the high turnout for parent teacher interviews in Term 1. St Patrick's parents encourage their children to excel at school and praise their children when they do well. Likewise, parents also report that teachers encourage and show an interest in the children's learning and encourage diligence. St Patrick's parents reported that it is an inclusive school that supports positive learning behaviour. Children are reported to feel safe at school and that there are no racist or ethnic tensions.

### Student satisfaction

In 2024, St Patrick's students in Years Four through Six completed the Student Outcomes and School Climate Surveys. Questions in these surveys focused on Social Emotional Outcomes, Drivers of Student Outcomes, Safeguarding and Faith Life.

A high number of students at St Patrick's report participating in sport and other extracurricular activities. This was evidenced by the high number of children engaged in lunch clubs, gala days, the Learning Showcase and carnival days. They also replied that they felt they had positive relationships with their peers. Learners reported feeling challenged but also that would like to continue building confidence in their skills.

Students reported that they felt the school taught them what to do if feeling unsafe around an adult or child. Furthermore, their responses indicated that they knew the school would help them if they or their friends felt unsafe.

When replying to the Faith Life portion of the survey, students replied that the school helped them to understand how to join in with school prayer and liturgies. St. Patrick's students are shown what it means to live like Jesus and have opportunities to learn about Jesus outside of the classroom.

### **Teacher satisfaction**

Teachers also had an opportunity to feed back about working conditions at St Patrick's in 2024 through the 'Focus on Learning' Teacher Survey. This survey focused on the Eight Drivers of Student Learning and Four Dimensions of Classroom and School Practices. The Eight Drivers are: Leadership, Collaboration, Learning Culture, Data Informs, Teaching Strategies, Technology, Inclusive School, and Parental involvement.

Teachers reported working with leadership to create a safe and orderly environment, and to help teachers set challenging goals for student learning. Teachers share resources and discuss ways to improve student engagement together. The data also showed that St. Patrick's teachers set high expectations for students and that they are effective at working with students who have challenging behaviours. Teachers replied that they prioritised the safe guarding of children.

## 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>	\$3,777,245
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,001,192
Fees and Private Income <sup>4</sup>	\$992,538
Interest Subsidy Grants	\$9,620
Other Capital Income <sup>5</sup>	\$264,235
<b>Total Income</b>	<b>\$6,044,830</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$43,727
Salaries and Related Expenses <sup>7</sup>	\$4,490,907
Non-Salary Expenses <sup>8</sup>	\$1,741,317
<b>Total Expenditure</b>	<b>\$6,275,951</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