



St Patrick's Primary School Fremantle

School Performance Data 2021

The following information is a Federal Government requirement and pertains to the 2021 school year.

PART ONE

SCHOOL STATEMENT

St Patrick's Primary School, Fremantle, a Catholic school under the care of the Oblate Community, is a vibrant, co-educational Primary School, catering for students from Pre- Kindergarten to Year 6. The Early Learning Centre offers a play-based educational philosophy for the younger children. It encompasses a Pre-Kindergarten for 3-year olds, Kindergarten for 4-year olds, and the Pre-Primary class. A detailed whole-school literacy and numeracy plan has been implemented. The school strongly encourages the use of ICT in the classroom and is committed to developing students who are independent learners and cooperative citizens. The school has a well co-ordinated Physical Education program, which incorporates the Perceptual Motor Program and Edu Dance Program and is supplemented with both Intra- and Inter-school carnivals. The school has strong links to the Fremantle community and makes wide use of local facilities and opportunities through affiliations with the University of Notre Dame Australia and the Fremantle Council. The model of schooling offered by the school is underpinned by the Gospel values and encourages students to strive to do their best in all facets of school life.

STAFF INFORMATION

TEACHER QUALIFICATIONS

St Patrick's employs 19 staff as teachers and teacher assistants. All teachers are suitably qualified members of the Teacher Registration Board of WA and hold current Working with Children Clearance checks, Mandatory Reporting Training, First Aid certificates, asthma and anaphylaxis training, and Keeping Safe.

13 Teachers: FTE 9.4

Non-Indigenous: 10 Female 3 Male

Master of Education: 4

Bachelor of Education: 7

Diploma of Education: 2

6 Teacher Assistants:

3 Certificate-trained Teacher Assistants

1 Diploma-trained Teacher Assistant

Non-Indigenous: 4 Female

Indigenous: 0

Staff Retention

1 staff member commenced Parental Leave in Semester 2.

STAFF TRAINING

All staff have the opportunity to undertake professional learning, development and growth. The strategies to deliver these aspects of professional learning range from internal/external opportunities to mentoring, coaching and professional partnerships, regional PD days, guest speakers; and CEWA PD for teacher leaders.

In 2021 the average expenditure per staff member on professional learning was approximately \$2000 per person, including Teacher Assistants and Administration staff. This includes the cost of relief staff for teachers on PD.

During 2021, staff participated in Professional Development in a number of areas, these included:

- CEWA Virtual Courses
- NCCD
- Mandatory Reporting
- St John's First Aid
- Apple Distinguished School Courses
- Regional Network Cluster meetings
- Science of Reading
- Brightpath
- Techie Brekkies
- RE Assessment
- Code of Conduct
- Maths Basic Facts
- Teacher Practices
- ACER- Interpreting PAT Data
- PLD spelling

NAPLAN

NATIONAL ASSESSMENT PROGRAMME LITERACY AND NUMERACY—COMPARISON OF NAPLAN SCORES

The following scores are based on the Average scores compared with the National, State, and CEWA Average; however, testing conditions vary from school to school with St Patrick's completing NAPLAN on-line.

Please note NAPLAN results should always be interpreted with care. This is particularly the case for 2021 as some students experienced disruptions and absences due to COVID.

Year 3 Data

School Achievement over Time for selected Year Level



Mean Score Comparison for selected Year Level

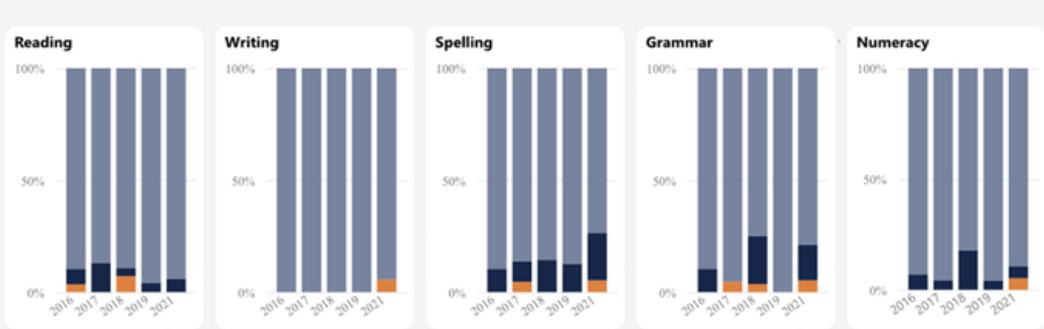
Year	School	CEWA	State	National
2021				
Reading	451	437	426	438
Writing	445	435	424	425
Spelling	385	418	411	421
Grammar	406	429	425	433
Numeracy	399	399	395	403
2019				

- School is more than 10 units above comparator
- School is between 5 and 10 units above comparator
- School is within 5 units of comparator
- School is between 5 and 10 units below comparator
- School is more than 10 units below comparator
- * Static data will not be affected with any slicers

Percentage of Students per Band

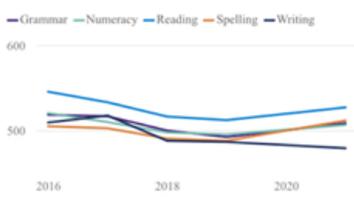


Percentage of Students achieving the National Minimum Standard



Year 5 Data

School Achievement over Time for selected Year Level

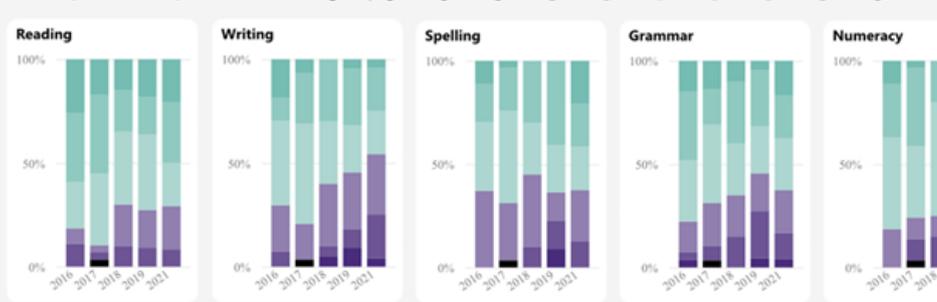


Mean Score Comparison for selected Year Level

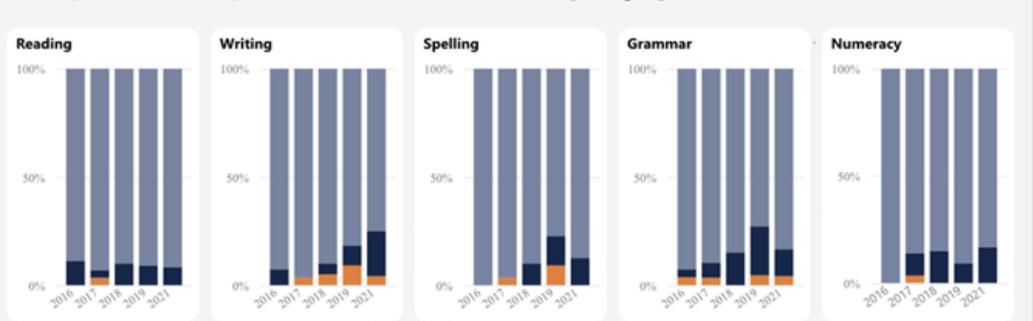
Year	School	CEWA	State	National
2021				
Reading	527	516	505	511
Writing	479	493	481	480
Spelling	512	513	503	504
Grammar	508	504	497	503
Numeracy	506	494	489	495
2019				

- School is more than 10 units above comparator
- School is between 5 and 10 units above comparator
- School is within 5 units of comparator
- School is between 5 and 10 units below comparator
- School is more than 10 units below comparator
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Percentage of Students per Band



Percentage of Students achieving the National Minimum Standard



VALUE ADDED

In addition to the core teaching outcomes in the nine learning areas, during 2021 the students had many opportunities to learn and develop in the safe supportive environment our school offers.

Fremantle offers many educational opportunities for our children to experience right on our doorstep and once again, staff have taken advantage of this while also moving further afield. At a glance, the following broad range of experiences give a snapshot of what is offered to our students:

- Sacramental programs
- Sacramental retreats
- Interschool cross country
- Interschool swimming
- Digital Club
- Interschool athletics
- Before school sport training
- Individual instrumental tuition
- Edu-Dance lessons
- Peer mediators
- Buddy classes
- Learning Assistance Program
- Student Ministries
- Making Jesus Real
- Student Council
- Parent education seminars
- Apple Distinguished Schools Program
- Involvement in charitable works
- Christmas Appeal
- Crazy Hair Day
- Project Compassion
- Easter Raffle
- Altar serving
- Remembrance Day Ceremony
- Years 5 and 6 camps
- ADHD Strategies for the Classroom
- Staff wellness
- University of Notre Dame practicum students

Children have also had the opportunity to participate in incursions and excursions such as:

- ◆ Leadership Days
- ◆ Italian Club
- ◆ St Patrick's Day Activities
- ◆ Book Week Incursions
- ◆ Processions, including Blessing of the Fleet
- ◆ NAIDOC Week

In addition, our Year Six class took part in a Regional Year Six leadership day and attended a one-week camp to Forrest Edge Adventure Camp. Our Year 5 class attended a three-day camp at Woodman Point and the Year 4 class a one-night sleepover in the library.

STUDENT ATTENDANCE DATA

Year Level	Pre Primary	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Average Overall % Attendance	92	90	95	93	93	90	90
School Average	92						

PROCESS FOR DEALING WITH NON-ATTENDANCE

All absentees are recorded in the class Electronic Attendance Register by each class teacher. If a child is absent an explanation for the absence is sought by texting the parent or guardian, and later by phone call if there is no response to the text. All absences must be explained in writing or by e-mail or Skoolbag e-submission by the child's parent/guardian, and all notes are filed as hard copies. The classroom teacher regularly follows up any unexplained absences with a reminder note and/ or phone call. Registers are reviewed each term to ensure correct procedures are followed. Where attendance is an issue, the situation is monitored and a discussion between the class teacher, Leadership Team and parent/guardian follows, as per the CEWA Student Attendance Guidelines.

PARENT/STUDENT SATISFACTION

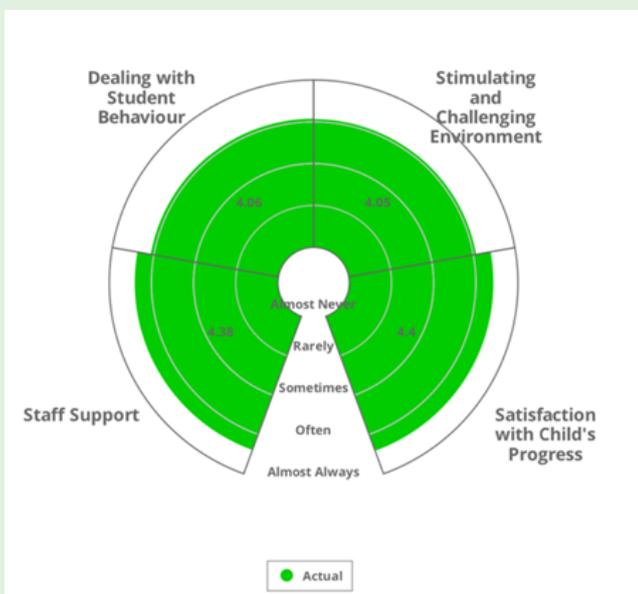
St Patrick's School enjoys great support from the parent body as evidenced by the involvement of parents in both our P & F and School Advisory Council, in classroom help, fundraising and social events. We enjoy interaction with past pupils through music tuition, instep programs, teaching practicums and work placements. It is also very gratifying to see so many past pupils visiting the school to catch up with staff and offer their services as volunteers.

NSI Parent & Student Survey 2021

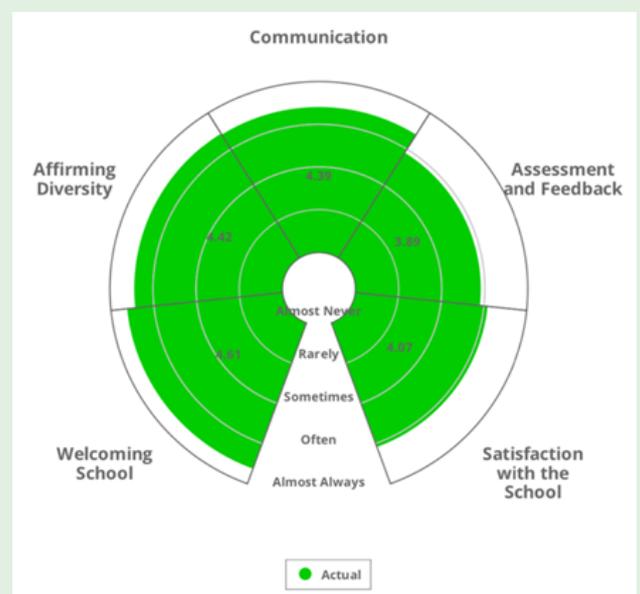
National School Improvement Partnerships (NSI) has worked to identify factors which contribute towards a positive school climate and have developed a questionnaire which can be used to assess these factors. This survey was carried out in the later half of 2021 with parents, caregivers, staff and students.

The results were very affirming and positive from all parties. A score above 3.50 is seen as an indication of a very positive culture in this domain.

Overview—Children's Experiences



Overview—Parent/Caregiver Experiences





SCHOOL DESTINATION FROM ST PATRICK’S PRIMARY SCHOOL TO SECONDARY SCHOOL

Christian Brothers College	14
Seton Catholic College	6
Trinity College	1
Montessori College	1
Melville Senior High School	1
Aquinas College	1
Santa Maria College	1
Emmanuel College	2
Iona Presentation College	4

SCHOOL INCOME

Financial Information for the past year as on My School website www.myschool.edu.au

PART 2— Extract from St Patrick's Primary School Annual General Meeting 23 November 2021

SCHOOL ADVISORY COUNCIL CHAIR REPORT (SERGIO DEL BORRELLO):

On behalf of my colleagues, welcome to the 2021 St Patrick's Primary School Annual Community Meeting. To start proceedings, can I please have an attendee from last year's AGM move to accept the 2020 AGM minutes? Someone to second?

This is my last year as Chair and I'd like to thank my School Advisory Council colleagues for their service and expertise over the last six years. A number of us are departing: Peta Evans - after 3 years on the Council and part of the P&F since 2012, Tracey Duffy - one year on the Council and with the P & F for five years, Julie Garry - our current treasurer, with us for four years and, finally, Loma Servillo - three years on the Council and 32 years as Bursar.

Bernadette will call for nominations for the School Advisory Council tonight. All members of the school community are eligible. We meet once a term to provide the school our support and expertise. A highlight for me was being involved in appointing our new Assistant Principal, Stewart Crainie, even though it was tinged with sadness knowing Creed was leaving.

It has been our privilege to assist the school to change, grow and achieve its strategic goals by overseeing and endorsing the school's:

- sustainability, budget, capital and recurrent planning,
- as well as the safety, wellbeing and pastoral care of students and staff.

We really admire the professionalism and direction we see. In recognition of this, and with advice from the Catholic Education Office, we have agreed to raise next year's fees by 2%. Thanks to the administration staff, teacher assistants, our teachers, assistant principals (past, present and future) and Bernadette, who devote themselves to their profession.

Thanks to P & F Executive President Stacey Gregory, and her team, for their inspiration and work this year in helping bring the school community together and raising funds to provide additional resources for our children.

Finally, thanks also to those parents and carers who serve the community in other ways: volunteering with activities like coaching, timing at carnivals, fun runs and swimming; helping students with activities like reading in class; costumes for productions; or donating items for Christmas hampers.

I recognise your contributions and welcome the wonderful spirit of giving and participation instilled in our children.

So, over to our Finance Manager, Amy Fulton, who will report on the School Financials, but before I do so, can you please recognise everyone I've mentioned with a big round of applause.

PRINCIPAL'S REPORT (BERNADETTE HIGGINS):

Good evening and welcome. It is my pleasure to report to the community on the School's achievements for 2021. It is a report built from a great sense of pride and all that has been accomplished for 2021.

Tonight, we come together as a school community to reflect on the year that has been, and to listen to reports from our School Chair and parent groups and to recognise the contributions of individuals and groups within our community.

We take time to remember those who have gone before us, the Sisters of Saint Joseph, the Oblate Fathers and the Ursuline Sisters, as we continue their legacy in educating our students at St Patrick's.

Recently Catholic Education Western Australia launched its most recent revision of our system's strategic framework. Now known as Quality Catholic Education (QCE), this conceptual framework identifies and outlines the key important elements that characterise who we are and how we operate in our Catholic schools.

Essentially, much of what we have come to expect in our strong Catholic educational sector remains but there is greater emphasis on the notion of connected autonomy, meaning that whilst our schools have a significant level of autonomy and the ability to make decisions for their own community and context, we are still part of a wider, connected network of Catholic Education schools across our whole state.

At the heart of QCE is the foundation and vision for our Catholic schools as a Christ-centred and child-focused community of engaged learning environments inspiring all to live the Gospel.

I will now report on our four Strategic Directions of QCE: Catholic Identity, Education, Community and Stewardship.

CATHOLIC IDENTITY

Catholic identity is the lived expression of our vision and mission.

We would like to take this opportunity to acknowledge Father John Sebastian and Father Angelo who have provided our school and Parish community with faith and guidance, and Angie and Stephanie in the Parish Office, who have worked closely with our staff and the Sacramental classes throughout the year.

I would also like to acknowledge the work by our staff who have done an amazing job, not only with the Sacraments, but also with each Liturgical celebration this year. This is truly appreciated by all in our community.

Thank you for the extra commitment of the staff as they do this for the families at the Parish through the parent and student workshops, preparation of celebrations and Masses.

Our staff, students and parents are involved in Christian service in several ways:

- Christmas Appeal
- Mini Vinnie's – fundraising, outreach, and education
- LifeLink
- Project Compassion
- Community Support Centre donations
- Christian Meditation
- Class fundraising and awareness initiatives

This year our School Improvement goal for Catholic Identity has been to develop a set of Gospel Values to foster and focus on throughout the school. This has been very successful with students able to articulate each of the twenty values we learn over the year and how they can use it in their lives.

EDUCATION

We seek to ensure that the curriculum, delivered through all learning areas, practises effective, contemporary pedagogy and inspires students to become committed to the common good and contribute as Christians to society today.

The quality of teaching within the classroom is still a major focus for our staff with considerable time and resources being devoted to becoming the best educators we can be.

Each week we have spent time together as part of our Professional Learning Community meetings collecting and interrogating data, using our findings to inform our planning, and targeting areas of strength and opportunity. Through these meetings some of the following professional learning occurred:

- Mathematics- How data is informing your teaching
- Mandatory Reporting
- Reading Comprehension Strategies
- Sustainability
- Brightpath writing and maths
- Code of Conduct
- Science of Reading
- High Impact teaching strategies
- PLD-Promoting Literacy Development

- Meditation and Mindfulness
- ADHD
- Data Analysis of Standardised Testing
- Child Safe Framework

As part of our school improvement goal our Aboriginal education plan focused on engaging with the wider community and drawing upon local Aboriginal knowledge and resources, and we did this through access to a PALs grant, incursions and a professional learning afternoon on a Manajee walking tour.

Our School Improvement Goal for Education was to focus on reading and investigate the evidence-based program: Science of Reading which we are tracking through our PAT standardised testing.

COMMUNITY

We commit to Christ-like relationships that accompany students with their development within our school communities.

We continue to have a strong ongoing professional network with Our Lady of Fatima and Our Lady of Mount Carmel, where our teachers meet each term to share their learning and collaborate on ideas.

Our Year 6 cohort had the opportunity to hear Dr Debra Sayce, Director of Catholic Education, speak at their joint leadership day with Our Lady of Mount Carmel and Our Lady of Fatima on *Success through Resilience*. This year we have had a continued focus on using the local Fremantle area for excursions and learning activities. Some of which were the Year 2s visiting the Maritime Museum, the Kindergarten visiting Cicirello's, and the Year 4s attending an excursion to the Fremantle jail for HASS.

A very valuable source of feedback from our School community was the school climate survey. The overviews are represented here.

P & F: To Mrs Stacey Gregory, our P & F President, and the members of the P & F who have once again been able to raise money for the school as well as provide events for the school community to attend. The support and assistance the P & F funds goes a long way to help a school of our size and we thank them for their tireless efforts. It was so pleasing to see at the recent Cyber Safety evening, presented by Paul Litherland, that over 40 parents attended.

STEWARDSHIP

We commit to stewardship as a fundamental dimension of Christianity that implements the social teaching of the Catholic Church.

We continue to work on collaborative partnerships with staff and parents to develop Waste Wise practices with our Environment Captains, working together to establish clear sustainable practices for individual classes and the general school population. Initiatives include the worm farm and Containers for Change, which to date has raised \$277.00 for the school. They are currently running a class competition.

This year we received a Community Grant from the WA Government to install Solar Panels, and we look forward to monitoring the savings on our electricity bills, as well as the environmental impact these have for the school.

THE SCHOOL ADVISORY COUNCIL

The School Advisory Council continues to be a great support as we worked through our 2021 priorities. This is at the forefront of all we do and strive to achieve for our children.

The School Advisory Council assists us in many ways and has done so this year. I would like to mention Sergio's support of Amy and myself regarding the fiscal management of the school as well as being a very supportive Chair over the last six years.

I want to thank the School Advisory Council for their commitment to St Patrick's, for freely giving their time and effort to support us in the running of our wonderful school. They have been a pleasure to work with this year.

To our retiring members of the Council - Loma, Julie, Tracy, Peta - thank you for your amazing support of our school community and the wonderful skills and attributes you have afforded the school. We wish you all the best. To Carrington for being the lone survivor left!

STAFF

I would like to personally thank the staff for their dedication and ability to do what they do. The support of the school and the extras you do are often not acknowledged, but they are deeply appreciated by all.

Thank you also to the administration team in Mrs Susanne Sutton and Mrs Amy Fulton for all the extras they do to keep the school community and education programs running as effectively as possible.

I wish to take this opportunity to thank everyone for their involvement in ensuring that 2021 was a wonderful year for St Patrick's Primary School. We are truly blessed to be involved in such an authentically faith-driven community. Best wishes and may the light of Christ be with you.
