

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Patrick's Primary School

213 Northcote Avenue, SWANSEA 2281

Principal: 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 Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), 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 2022, our first full year of Face-to-Face teaching in two years. 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 2022 was to re-establish connections and relationships with and among our parent body post Covid lockdowns. Our efforts were on 'friend-raising' instead of fundraising. Throughout the year, we provided numerous opportunities for our families to reconnect through a variety of social events. Such events included Barefoot Bowls, Trivia Night, Father's Day, Mother's Day and Grandparent's Day activities, Creative Arts Expo and Christmas Concert. A highlight for our school community was a celebration of 70 years of Catholic education in Swansea. 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

The 2022 school year has been a refreshing year of opportunities and experiences for the students and caregivers of the St Patrick's Swansea school community and the relationship with the school itself.

The community has felt welcomed by being invited to participate in many events throughout the year including St Patrick's Day Liturgy & lunch, Mother's Day & Father's Day breakfasts, St Patrick's 70th birthday celebration, the Rainbow Run & end of year Christmas events,

most of which raised impressive funds which will go directly towards improvements within our school for the children.

The school initiates clear, consistent & positive communication throughout the year which is received by families via various avenues: - email, compass alerts & social media posts, ensuring it reaches its intended audience. There is always a sense of openness for school community members to be heard by staff & management and constant opportunity to be involved in the schools' educational activities, which is always available & positively received.

Student Body Message

We started 2022 with a warm welcome to our new Principal. We sadly said goodbye to the residents next door at the Tenison Apartments when the aged care facility closed. To farewell the residents, the whole school sang the Irish Blessing through the fence. 2022 was also St Patrick's School 70th Anniversary of being in Swansea which we celebrated during Catholic Schools Week. We learned so much about the history of the school and celebrated in true St Patrick's style. Excursions were back on this year with Kindergarten going to the Shark and Ray Center, Stage 1 went to the Reptile Park, Stage 2 did a walking tour around Newcastle visiting the Newcastle Museum to learn about Australia's history. Stage 3 went on a 3-day camp to the Great Aussie Bush Camp at Kincumber and had a wonderful time doing exciting activities. Throughout the year we had lots of extra curricula activities, such as martial arts, singing, guitar, ukulele, and drumming. Every class also participated in Dance Fever. 2022 was a year of many highlights, finishing with a whole school Christmas concert and family picnic. We love our great school.

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. The founding principal was Sister Virgilius Perkins. In 1971, the school was rebuilt on the original site at McDonalds. In 1977-78, the school was relocated to its present site on the shore of Black Ned's Bay. The church, classrooms and cottages were transported on large trucks from the original site. Sr Ellen Shanahan was the principal at the time of this move. It was Sr Ellen who developed our present school logo and school motto, "Grow in Hope". In 2006, the school was demolished to make way for the buildings we currently occupy. Bishop Michael Malone blessed and officially opened the new school on 23 February 2007. The words of St Mary of the Cross MacKillop have a powerful resonance for us at St Patrick's:

"Gratitude is the memory of the heart ... Be full of hope in God who has been good to us all."

Indeed, we owe a great debt of gratitude to the Sisters of St Joseph and the early parishioners of Swansea, who saw a need for a Catholic school and allowed it to grow. The Gospel message calls us to "Grow in Hope". With a rich tradition of Josephite education, the future of our students is filled with hope.

At the end of 2021, it was decided to review the Parent Engagement Group (PEG) model. The focus this year was to re-establish connections and relationships with and among our parent body post Covid restrictions. Our efforts were on 'friend-raising' instead of fundraising. We are blessed to have parents who actively volunteer to run the canteen and uniform shop as well as organise events for the school community. Our parents and grandparents are happy to help out with reading groups and sporting activities and to work collaboratively with the staff to achieve the best outcomes for the students.

The students have many opportunities to represent in a variety of academic and sporting endeavours. In 2022, our students competed in the Regional Catholic Schools Public Speaking and Debating competitions with two students successfully competing at the Diocesan Public Speaking. The students represented the school at Regional, Diocesan and Polding levels in a diverse range of sports including swimming, athletics, cross country, netball, soccer, cricket, touch football, softball, hockey and tennis. Two students proudly represented at Polding level, one for softball and one for athletics with one student

progressing to the NSW PSSA state athletics championships. The students also had the opportunity to participate in gala days in soccer and netball.

The school's excursion program is closely aligned with the curriculum outcomes for each class. In 2022, individual classes undertook day trips to The Reptile Park, Newcastle and to the Ray and Shark Centre. The Years 5 and 6 students spent three days at the Great Aussie Bush Camp at Kincumber where they participated in an outdoor education program. In addition, students participated in a 10-week gymnastics program in Term 1 and a Dancefever program in Term 4. Our Year 6 students participated in a weekly martial arts program targeted toward the students' personal and social capabilities, emphasizing the social and emotional skills that will support them as they transition to high school. As part of our wellbeing focus, students were given the opportunity to participate in guitar and ukulele lessons, drumming, singing, painting clubs, STEM and Lego club.

Students in our primary classes were provided with the opportunity to participate in the Newcastle Permanent Maths Competition, the ICAS Competition, the Premier's Reading Challenge and 200 Nights of Reading.

This year also saw a makeover of the street presence of the school. With new landscaping, painting and improved security, St Patrick's was refreshed 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
82	53	9	135

* 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 2022 was 86.68%. 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
86.18	87.20	86.80	87.22	85.29	86.34	87.70

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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer 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 2022:

Total number of staff	22
Number of full time teaching staff	9
Number of part time teaching staff	5
Number of non-teaching staff	8

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 101 teachers
- Provisional 50 teachers
- Proficient 1862 teachers
- 1 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 4 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

Staff development days were grounded largely in the research of Dr Lyn Sharratt ('Clarity: What Matters Most in Learning, Teaching and Leading'). The focus being around the 14 parameters which underpin our Diocese wide framework, Leading Learning Collaborative and our school improvement agenda on improving pedagogy in Numeracy.

Twilight Professional Learning was undertaken in reviewing and developing a new Wellbeing Framework for St Patrick's.

The staff had the opportunity to participate in a faith formation session each term which was planned and facilitated by our Religious Education Coordinator and Education Officer for RE and Spirituality from the CSO.

The Education Officer for Aboriginal Education also provided Staff with professional learning around Aboriginal and Torres Strait Islander perspective.

Throughout the year, the staff participated in professional learning around:

- Differentiating the Curriculum – tiered instruction in Maths
- Data analysis
- Pre and post assessment
- Case management Meetings
- Planning and writing units of work in Maths
- Establishing agreed practices in Maths
- K-2 English/Mathematics Syllabus training
- MN Response training (Critical Incidences/Injury Reporting/Hazard Reporting)
- Pedagogy of Encounter

The Executive Team also engaged in PD with the following:

- Regional and Diocesan Principal Meetings
- LLC workshops with Dr Lyn Sharratt
- LLC Diocesan Case Management Meetings
- Governance Training
- RE Assembly days
- Pedagogical Mentor and Gifted Education Mentor Days
- LLC Learning Fair/Expo 2 days

Qualifications Up-Grade

Two Staff completed Accreditation at Proficient level

All Staff up-graded their CPR / First Aid, Anaphylaxis and Asthma training

1 Staff member completed study in a Post Graduate Certificate in Mission and Culture

2 Staff participated in Doorways as part of their Faith Formation

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)

2022 saw the ability to re-engage with our school and parish community and this was the focus of our Catholic mission and identity at St Patrick's. The Feast of St Patrick saw the induction of our 2022 school leaders. To welcome back and engage with our parent community the school held a 'Welcome Back' day beginning with a liturgy. This year our Holy Week reflections focused on the significant events leading up to the crucifixion of Jesus Christ. This involved a focal point on the playground each day which allowed for reflection of the scripture and the meaning of these events in modern day Catholic Social Teachings. The Resurrection liturgy was a celebration of the rising of Jesus.

This year saw the 70th anniversary of St Patrick's. This event was a celebration of the history of St Patrick's and was extremely well attended by the school and wider-parish community. Highlights of this event, was the smoking ceremony and liturgical movement by our Year 6 students depicting the story of the Josephite Sisters. With the strong ties to the Sisters of St Joseph, it was wonderful to engage with past teachers and principals of the school and acknowledge the impact that they have played in the charism of our school. The celebration of this anniversary developed a rich understanding of our history and the significant events that have shaped the identity of St Patrick's.

The community is a very caring and just group and show great importance to social justice initiatives. This year the school strongly supported the organisations of Caritas, Catholic

Mission and St Vincent de Paul. The Winter and Christmas appeals for St Vincent de Paul being generously supported by the community.

Our 2022 Annual Strategic Improvement goal directed the school's focus towards the formation needs of the staff and students. Data was collected to advise the writing of a new 3-year Formation Framework. This framework will assist the staff and community how to address the growing formation needs of the school community.

Curriculum, Learning and Teaching

The School provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

St Patrick's is a community with a strong and optimistic commitment to school improvement and student wellbeing. We embrace and initiate change to achieve our core objective – to improve learning outcomes for all students. St Patrick's challenges all students to fulfil their potential in each key learning area. Our school also places a high priority on fostering a love of learning and on assisting children to take responsibility for their own learning. We develop units of work that elicit higher-order thinking skills that cater to the needs of all of our students. Our units of work are aimed at providing opportunities for inquiry learning, problem-solving, group interaction and decision-making. We also include both independent and cooperative learning. ICT - Information Communication Technology is at the centre of programming and teaching learning. All programmed units of work and most lessons incorporate the use of Interactive TVs, computers and relevant interactive programs.

We have an established culture of continuous professional improvement where deep understandings of how our students learn is shared. Throughout 2022, we continued our work on Leading Learning Collaborative. Staff received further professional input around how best to boost student achievement and build teacher capacity to learn, teach and lead. Students continued to develop their understanding around what they were learning, why they were learning it and how to improve their learning. Each classroom incorporated Learning Intentions and co-constructed Success Criteria. All staff share responsibility and accountability for student growth and achievement.

St Patrick's is a Successful Foundations school, supporting a positive transition to school for our Kinder students, through their early years of learning. We acknowledge current research and best practice in the field, which respects the rights, capabilities and needs of the Early Learner to achieve success and build the successful foundations to flourish in their learning and wellbeing. Priority is given to literacy and numeracy development because these are the foundations on which further learning is built. Priority is given to motor skills development, physical activity and the development of safe and healthy personal practices. Priority is given to the holistic wellbeing of the child, including social and emotional learning as well as early

intervention and support. All children in the early years have the opportunity to develop their sensory, cognitive and affective appreciation of the world around them through exploratory and creative learning in the arts and technology. Our Kindergarten teacher and Learning Support teacher visited the preschool settings for the students entering St Patrick's Kindergarten in 2023. This partnership allows our students the best possible start.

At St Patrick's, we continue to provide quality support for students with additional needs. We offer a variety of support programs such as MiniLit, MacqLit and Spell-It and have passionate aids working in classrooms. As a Gifted Education Lead School with a Gifted Education Mentor (GEM), we have been able to identify our gifted learners and implement programs, including a Virtual Academy, to help meet student needs. This year we have focussed on educating students around Growth Mindset to support their social, emotional and academic needs. This year we introduced guitar lessons and a variety of lunch club activities including drumming, painting, STEM and singing to further engage with students and their interests and abilities.

Our Year 5 and 6 students are part of our BYOD program (bring your own device). All classrooms incorporate the use of Interactive TVs, computers and relevant interactive programs.

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). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	70%	52%	9%	12%
	Reading	64%	54%	9%	11%
	Writing	77%	50%	3%	7%
	Spelling	67%	48%	6%	15%
	Numeracy	34%	34%	13%	15%
NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	36%	31%	0%	14%
	Reading	64%	39%	0%	11%
	Writing	43%	25%	7%	18%
	Spelling	29%	37%	7%	14%
	Numeracy	43%	25%	0%	16%

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.

There were changes to the policy in 2022.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). 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.

Initiatives promoting respect and responsibility

Coinciding with the launch of the CSO's new Wellbeing Framework in 2022, St Patrick's commenced a review of its approach to student wellbeing. To assist with this evaluation process, the school appointed a Wellbeing Support Teacher. The Wellbeing Support Teacher collaborated with the CSO's Wellbeing Education Officer to plan and deliver three Professional Learning sessions for staff based around the most up-to-date research and best practice approaches to enhancing wellbeing in schools. Students, parents and staff had the opportunity to provide feedback on the school's current wellbeing practices to determine strengths and areas for future development. This process led to the identification of six key focus areas, including to:

- Reimagine our **whole school approach** to wellbeing, drawing on research and best practice.
- Build **social and emotional skills** to support students in making and keeping friends and regulating emotions.
- Inspire opportunities for **student voice and leadership**.
- Advance **student engagement** and participation in extra-curricular activities.
- Empower **parent engagement, communication and collaboration** as partners in student learning and wellbeing.
- Enhance student knowledge and competencies in addressing **safe and responsible use of digital technology**.

These focus areas will form the basis of a strategic plan and wellbeing framework to be developed and implemented from 2023 onwards, which will be tailored to meet the needs, mission and vision of the school community.

Additionally, student wellbeing, respect and responsibility has been supported through:

- participating in planned activities and liturgies for Harmony Day, Reconciliation Week and NAIDOC Week, promoting inclusion of people from diverse backgrounds.
- participating in the Walk Safely to School Day and Child Protection Week, where explicit classroom-based lessons and a whole school activity enhanced understanding and skills in personal safety and responsible decision making within homes, school and wider community.
- engaging in classroom and whole school activities during Wellbeing Week each term. Themes for these weeks included Friendship; Hope and Gratitude; Student Voice; and Kindness.
- providing small group intervention for identified students requiring additional social and emotional skills through programs such as F.R.O.G.S; Peaceful Kids; and Social Detectives.

School Improvement

The School implements the system's review cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and wellbeing outcomes for all students through the following areas:

- Catholic Culture and Mission
- Learning

Each year, the School develops a Strategic Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the school's Strategic Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

During 2022 there were many areas of improvement undertaken across the school environment. The Key improvements achieved are:

1. **Student Wellbeing:** The emotional and physical well-being of our students is at the heart of what we do at St Patrick's. As such, priority has been given this year to developing a new whole school Wellbeing Framework. With a focus on the voice of the child, we have taken the time to really listen to what our students need and want. An increase in student engagement has been made as well as an improvement in students adapting a growth mindset in their work and social interactions. There has been a noticeable decrease in playground issues with students being more able to articulate how they are feeling and finding better ways to solve problems.
2. **Professional Learning in Numeracy:** During 2022, the staff continued to work as a Professional Learning Team with a focus on improving Mathematics Number strategies. Through professional development in implementing the Leading Learning Collaborative framework, staff deepened their pedagogy around learning intentions, success criteria, feedback, assessment and setting individual goals in Numeracy. Teachers successfully tracked student achievement of Mathematics using the Progressions. Our GEM and PM continued to build teacher capacity in teaching Numeracy with a focus on differentiation, agreed practices and programming.
3. **Formation:** Staff and student faith formation continued to be a focus for 2022. Staff participated in ongoing faith formation opportunities. More staff undertook professional learning opportunities.

Priority Key Improvements for Next Year

During 2023, we aim to:

1. Launch our whole school Wellbeing Framework and ensure all key stakeholders know, understand and use the skills to make positive and healthy choices to support student learning and achievement.
2. Further develop individual formation plans for staff which will draw on Accreditation to Work, Teach and Lead requirements, personal interest areas and career aspirations formation.
3. Ensure agreed practices, Learning Intentions, Success Criteria, descriptive feedback, peer and self-assessment and individual goal setting are embedded into teacher's practices in Literacy and Numeracy.
4. Develop greater data literacy with the ongoing collection and analysis of data and plotting students on data walls and Learning Progressions.
5. Ensure the differentiation of Mathematics investigations for gifted learners is embedded.

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 annually. 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 recent 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.

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 that were reinstated this year, post Covid restrictions. All students were excited to attend and participate in an excursion or an overnight camp. A highlight for the students this year was participating in our first ever 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 recent Wellbeing survey, 100% of staff respondents agree that:

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

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

The staff have prioritized for 2023 further professional learning around Growth Mindset character strengths; neuroscience; anxiety, teaching SEL programs and skills; trauma; and student engagement.

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 2022 year is detailed below:

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,102,263
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$561,593
Fees and Private Income ⁴	\$316,546
Interest Subsidy Grants	\$12,636
Other Capital Income ⁵	\$106,621
Total Income	\$3,099,659

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$7,875
Salaries and Related Expenses ⁷	\$2,183,478
Non-Salary Expenses ⁸	\$823,045
Total Expenditure	\$3,014,398

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 2022 REPORT