



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Jacqueline Wilkinson

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mn.catholic.edu.au

About this report

St Patrick's PS (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 Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland- Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. Currently, our school is experiencing healthy growth in enrolments.

Our school is an integral part of the St Patrick's Parish community deeply committed to the faith development of students and staff. Together we are committed to deepening each students' knowledge of the Catholic story and teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others.

Parent Body Message

A very active P & F Association contributes enormously in their partnership with the school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings.

It has been a positive year for the St Patrick's Parents and Friends' Association (P&F), who looked for ways to re-build after Covid-19 restrictions. We supported many and varied opportunities for parent involvement in school life (e.g. Book Week activities and Grandparent's Day) and we managed to raise approximately \$11000 through fundraising initiatives which included operation of the Athletics Carnival Canteen, Mother's Day and Father's Day stalls, Hot Cross Bun, Pie and Mango Drives, and the very popular, Colour Run.

Student Body Message

At St Patrick's, student leadership is about motivating, influencing and directing people to work together to achieve goals in accordance with the school's values and beliefs. It is important for students to experience school leadership opportunities in order to learn how to build relationships, define their identity and achieve tasks effectively. Student leadership provides an opportunity to learn to identify and display effective communication and interpersonal skills. Our School Leaders take an active role in all aspects of the school community and work with others to achieve the best possible outcomes. Our school leaders represent the school body at Diocesan and community events and are positive role models for all students with regards to behaviour and presentation.

Our school leaders are elected by the student population to the following positions: MJR leaders, Social Justice leaders, Stewards of Creation leaders, Engaging Community leaders. Elections are conducted by staff. Students from Years 2-5 vote for those nominated for leadership positions. Results are presented to the Principal for consideration. Other students in Year 6 are added to Teams to support specific school and community activities within the school.

ABORIGINAL EDUCATION COUNCIL (AEC)

Two student representatives are elected to hold student leadership positions. These students lead the AEC, which promotes and encourages engagement of Aboriginal & Torres Strait students from all year groups and differing Aboriginal nations. Students gather together to engage in cultural awareness activities and deepen their understanding of country and identity.

SPORT LEADERS

The role of the Sport Leader is to encourage all students to participate in sporting activities. Sport Leaders are approachable and reliable and demonstrate enthusiasm for their House, thereby encouraging students to get involved in a range of school activities.

Student Sport Leaders for each of our Sporting Houses are elected by the student body to lead teams at large scale events including the annual swimming and athletics carnivals for Years 2-6. A highlight is the enthusiastic team war cry and the march past. These leaders also assist the coordination of the Infants Athletics Carnival for Kindergarten and Year 1 and organisation of the Sports Shed and equipment use.

School Features

St Patrick's Lochinvar is a co-educational primary school catering K-6. The school was established by the Sisters of St Joseph in 1883 on the St Joseph's High School site. Construction on the current site began on August 15th, 1983, and, although not quite completed, classes began on 6th February 1984 with more than 200 pupils. It was officially opened on March 17th, 1984, by Bishop Leo Clarke. It reverted to its original name of St Patrick's to distinguish it from the secondary school of St Joseph's and to emphasise its standing as a Parish School.

In 2015, in response to enrolment interest for quality faith-based education, St Patrick's began welcoming three Kindergarten classes each year. In anticipation of continued growth, the school began Stage 1 of major building works in 2016, which were completed in 2017 and officially opened in 2018. Stage 2 works commenced in 2019, which included purpose-built, contemporary, flexible learning spaces and landscaped play spaces, opened in 2021. Our pod design was extended with Stage 3 works and currently services Kindergarten - Year 6, offering contemporary learning environments.

The school continues to experience healthy growth, and is fully 3-streamed, accommodating 21 classes.

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
280	269	52	549

* 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 87.73%. 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
89.28	88.26	87.45	87.89	86.62	87.28	87.34

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	63
Number of full time teaching staff	19
Number of part time teaching staff	23
Number of non-teaching staff	21

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

The Professional Learning focus in 2022 was linked to our Annual School Improvement Plan. The learning was underpinned by the CSO Leading Learning Collaborative initiative based on the research of Dr Lyn Sharratt. Learning for teaching staff was delivered in a systematic and planned way at whole staff meetings (Professional Learning Community Meetings) and pupil free days. Staff also participated in grade meetings (Professional Learning Team Meetings) where student learning data was analysed, and plans were made to support the improvement of student learning. Staff worked to develop understanding of co-constructed data walls and operating norms to use data walls effectively. Staff were introduced to the Assessment Waterfall and committed to the implementation of specific Learning Intentions and Success Criteria to make learning visible.

During 2022, staff also undertook self-directed, grade based or whole staff professional learning in the following areas:

- Faith Formation Opportunities
- Analysis of PAT Reading and PAT Maths data
- SENA training
- Introduction of K-2 syllabus- Mathematics and English
- Cold write analysis using NAPLAN Marking Criteria
- Gifted Education – Effective use of the Cluster Grouping Model
- Viewsonic training
- Understanding Gender Variance- Key principles for Catholic schools
- Risk Management and Incident Reporting training
- Teacher Accreditation and Maintenance- new policy and procedures
- CPR & Emergency Care

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)

St Patrick's Lochinvar aims to be easily identifiable as a Catholic school. We promote our Catholicity each day in many ways. We begin each day as a school and class using prayer, both formal and spontaneous. Each class has a sacred space as one of the focal points in the classroom.

Our theme for 2022 was "Alive in the Spirit". Being "Alive in the Spirit" is an invitation: an invitation to "come to our senses" and find the beauty of God that is all around us.

Each grade decorated the pot housing their class plant, brought forward in the Entrance Procession of our Opening School Mass, and symbolic of the commitment to our theme. Each plant symbolised the physical representation of our Spirit – a spirit that needs love, nourishment, kindness and a connection to grow. It was our job to keep this plant, our spirit and the spirits of our school community alive. Our plants were displayed prominently in our learning spaces for all to see.

During 2022, we celebrated several masses, liturgies and special assemblies throughout the year which allowed the students the opportunity to deepen their relationship with God and to move closer to living a life with Jesus as their role model.

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.

Key Learning Areas (KLAs) describe broad areas of learning. In NSW syllabuses are developed within the following KLAs:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE)
- Personal Development, Health and Physical Education (PDHPE)
- Creative Arts

Schools and teachers use syllabuses to develop educational programs for students. A syllabus is available for each course developed by NSW Education Standards Authority (NESA). Along with a defined objective, each syllabus has a set of outcomes linked to course content.

Religious Education is an integral part of learning and our school policy and implementation reflects the Diocesan K-12 syllabus. Religious Education is given priority in programming and teaching. All teachers have undertaken professional development in Programming and Assessing Religious Education and have maintained a specific focus on Creative Pedagogical Strategies in RE, which include Godly Play.

A centralised scope and sequence is followed by all staff. In keeping with all KLAs, a formal assessment and evaluation process is in place.

St Patrick's Lochinvar provides a wide-ranging, inclusive curriculum dedicated to providing programs that are engaging and challenging, while being accessible for all students. As a Catholic school, our ongoing focus is to develop and empower the whole child in a variety of cross curricular skills and attributes including literacy, numeracy, information and

communication technology, critical and creative thinking, spirituality and personal, emotional and social wellbeing.

Our teachers have a shared vision for curriculum practice, providing rich opportunities for all students to develop a deep understanding of concepts and big ideas within learning areas, along with valuable skills such as teamwork, critical thinking and problem solving.

The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content.

The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops and iPads from Kindergarten to Year 3, similarly develops students' computer literacy.

The role of Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences, with consideration given to enrolment in the diocesan established Virtual Academy. Staff develop well-planned and articulated programs utilising a variety of pedagogical approaches appropriate to student needs, including differentiated and tiered tasks as well as project-based learning.

Children who need assistance in an area of learning are identified by both norm-referenced tests and teacher-constructed assessments. Selected students are given assistance on an individual and/or small group basis within the cohort. Students with special needs are supported, both in classrooms and on the playground, and provided with various opportunities to develop their potential.

Co-curricular events, linked to and enhancing the curriculum, include overnight excursions to Canberra and The Great Aussie Bush Camp; participation in inter-school public speaking and debating initiatives; and opportunities to represent the school in creative arts pursuits such as choral festivals and ASPIRE. Students also engage in sporting pursuits that include gala days, athletics, cross-country, running and swimming. Students have access to extra-curricular activities and lessons in the areas of band, and musical instrument tuition, choir and Minecraft. Families can avail themselves of on-site before and after-school care.

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	55%	52%	6%	12%
	Reading	63%	54%	9%	11%
	Writing	52%	50%	8%	7%
	Spelling	46%	48%	13%	15%
	Numeracy	44%	34%	9%	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	35%	31%	10%	14%
	Reading	40%	39%	11%	11%
	Writing	24%	25%	10%	18%
	Spelling	39%	37%	11%	14%
	Numeracy	26%	25%	12%	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

St Patrick's Primary School seeks to be a place of belonging where we all respect the basic dignity of the human person, and all are treated respectfully. We continue to adopt a holistic approach to education with a focus on developing the full potential of each individual.

Our school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways.

Making Jesus Real (MJR) is a continued focus of St Patrick's. This resource supports our Religious Education Program. MJR encourages us to connect with the Jesus within us, as well as with the Jesus who dwells in the people around us. It is the way we live and reflect on our daily lives, recognising the GOD Moments which help us to see the goodness in our lives and in the lives of others.

Students, teachers, and parents are regularly reminded of the school's commitment to our school values by explicit teaching, newsletter items, assembly messages and by the nature of our interpersonal relationships. Many of the awards presented to students throughout the year are indicative of these values. Specifically, the 'Spirit of Jesus' (Making Jesus Real) awards are presented at our fortnightly whole school assemblies. We also recognise positive and consistent behaviour and attitude with the presentation of Shamrocks, Principal Awards, Merits and 5 Star Awards.

During the 2022 school year, students participated in the St Vincent de Paul Winter Appeal (in which students wore their winter PJs to school) to raise money to provide emergency relief to people at risk and experiencing homelessness. We also held an out of uniform day to raise funds to support the victims of the war in Ukraine.

Liturgies were held to recognise Indigenous Australians during Reconciliation Week. Students acknowledged NAIDOC Week and National Sorry Day with a visit from Uncle Lochy and Aunty Fleur, from Wiradjuri and Wayilwan Country, who shared dreaming stories, Aboriginal dance and culture.

Harmony Day was celebrated to pay respect to other cultures in our community and students took part in a poster competition, celebrating inclusivity and diversity in our school community and our country.

Anzac Day was respectfully, reverently, and solemnly acknowledged, connecting our families and wider community. Our school leaders attended the local Anzac Day ceremony, held at Maitland Park, where a wreath was laid, and a book donated. The local Remembrance Day Service was also attended by our student leaders, as a means for acknowledging the sacrifice and service of those touched by war.

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

1. Our curriculum focus has centred on continued student growth and enrichment through a consistent collaborative approach to Writing. During 2022, staff regularly engaged in meaningful Professional Development opportunities to increase teacher repertoire of strategies to explicitly teach writing. Through the Leading Learning Collaborative, and involvement of our Pedagogical Mentors, implementation of Learning Intentions and Success Criteria within writing lessons, which are highly effective in contributing to student academic growth, was achieved.
2. Research of Dr Lyn Sharratt (Clarity) underpinning the Leading Learning Collaborative (LLC) was used to track progress using data cards and data walls. Results continue to indicate writing as an area of opportunity to be consolidated in 2023.
3. The building of meaningful and responsive relationships with Kindergarten children and their families through a structured transition process and the implementation of the Successful Foundations initiative. This initiative saw us establish contexts for collaborative play, investigation and learning and to analyse children's learning dispositions, skills and knowledge.

Priority Key Improvements for Next Year

1. Catholic Identity and Catholic Curriculum: St Patrick's aims to focus on achievement of positive growth in TTFM responses to the understanding and embeddedness of the Catholic Josephite Charism (Catholic culture, beliefs and values) of the school across all students, parents and staff.

2. Learning: The staff of St Patrick's will continue to work with the Leading Learning Collaborative and align learnings from this project in the context of Writing.
3. Staff will engage with the LIFT project, promoted by the Catholic Schools Office. This project centres on Literacy Improvement to build capacity of leaders and teachers to be experts in their schools.
4. Wellbeing- St Patrick's will develop and implement a whole- school approach to student and staff wellbeing, with the introduction of a Wellbeing Framework, with clear pathways for student and staff wellbeing.

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

In 2022, formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures and gauge feedback in a number of areas.

During this process, Tell Them from Me surveys were conducted to seek the opinion of all members of the school community, and feedback was provided on the school's performance in areas affecting learning, teaching and the daily operation of the school.

Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning taking place, and the administration of the school. St Patrick's is supported by many families who make a significant contribution to building and sustaining our community through their efforts. We have many willing helpers who are generous with their time, funds and energy to ensure our community flourishes and our reputation is upheld.

The 2022 Tell Them from Me survey indicated a strong level of parent satisfaction with the school, though it is noted that responses were received from only 59 respondents. Parents acknowledged the partnership they share with the school. Whilst parents report feeling welcome (Score 8.0) results suggest that parents are not regularly participating in school life, with some parents remarking that the timing of scheduled activities impacts involvement. This was evidenced by the following data: 25% never attend meetings or social functions, 19% involved in committees or P&F, 25% have not talked with a teacher about learning or behaviour.

Student satisfaction

The students of St Patrick's speak positively about their school and their teachers. The children are very involved in all aspects of school life and readily assist staff to improve our school.

In 2022, students between Year 4 and 6, participated in the Tell Them from Me survey. Students felt that important concepts are taught well, class time is used efficiently, and

teachers are generally responsive to their needs and encourage independence. They feel classroom instruction is well-organised, with a clear purpose, and with feedback that helps them learn. Students identified that they are strongly encouraged to also speak to staff about any concerns they may have and feel that they have connections to someone they can turn to for advice.

When surveyed, 90% of students in Years 4-6 reported that they have friends at school that they can trust, who encourage them to make positive choices. Bus safety continues to be an area of concern, with overcrowding and behaviour recognised as issues. We have some work to do to support interpersonal relationships, as 32% of students report some exposure to instances of verbal, social, physical or bullying over the internet. 70% of students report that the Positive Behaviours for Learning framework (PBL) supports behaviour.

Teacher satisfaction

St Patrick's school has a great reputation in the Diocese. Our staff are highly motivated, and our retention rate is strong. The staff agree that the school has a strong Catholic Identity, that teaching and learning is of a high quality, that there are ample opportunities for professional learning and that the school is well administered.

Staff satisfaction is measured by their attitude while working and the level of interaction in meetings and willingness to take on additional tasks beyond normal teaching duties to add value and stimulation to the education received by the students. The dedication of staff in contributing their time, talents and expertise is appreciated by the school and frequently recognised in the comments of parents. Our teaching staff work together on a regular basis and focus on professional learning to improve student outcomes. Staff have positively responded to the improvement agenda and actively engaged with the work. The staff at St Patrick's are dedicated to achieving positive student outcomes. They work hard and are to be commended for their dedication and professionalism.

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	\$5,398,333
Government Capital Grants ²	\$1,036,481
State Recurrent Grants ³	\$1,526,767
Fees and Private Income ⁴	\$1,195,457
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$380,715
Total Income	\$9,537,753

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$5,982,574
Salaries and Related Expenses ⁷	\$5,903,179
Non-Salary Expenses ⁸	\$2,292,566
Total Expenditure	\$14,178,319

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