



Catholic
Schools Office

DIOCESE OF MAITLAND-NEWCASTLE

2022

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Patrick's Primary School

Macquarie Street, WALLSEND 2287

Principal: Danny Ariel

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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

I am delighted to present to you the Annual School Report for St Patrick's Primary School, Wallsend. During 2022 the year started in a very positive manner after Covid19 continued to impact us.

We here at St Patrick's continued to celebrate many rich and varied academic, sporting, cultural and spiritual achievements of our students. These rich events help us to continue to build our strong relationships with our school community, our relationship with the Wallsend - Shortland Parish and the wider community.

Many of our students and leaders represented St Patrick's in a number of community and Diocesan events. Our P&F were a wonderful support to the school, contributing of time, support, expertise, ideas toward the improving of the school and raising valuable money through fundraising events such as a very successful Mother's Day and Father's Day stall, operating the canteen and our hugely successful 'Colour Run' in Term 4.

Most pleasing, however, were the much-improved academic results of our students in our PAT tests and other tests such as the ICAS and Newcastle Permanent Mathematics Test.

Throughout the year ALL was our students chased many learning 'PB's' (personal best) across many curriculum areas. The school continued to receive additional government support through the State Literacy and Numeracy Action Plan, including the allocation of a Lead Teacher to help improve student outcomes in literacy and numeracy.

One of our greatest achievements our school's continued participation in the diocesan wide 'Leading Learning Collaborative'. From this research we have continued to refine our 'learning conversations' that have now embedded Lyn Sharratt's 'Case Management Approach' and the implementation of our whole school data wall. Our 'learning conversations' continue to focus on improving the individual learning needs of every student at St Patrick's and our specific focus for 2022 was to improve every student reading fluency. These collaborative 'learning conversations' are rich discussions that now embed our 'knowledgeable others' as an amazing wealth of learning knowledge, wisdom and support for our teachers and students alike.

We are very proud of our students' successes both in and out of the classroom during 2022.

Copies of this report are available from the school office or from the Catholic Schools Office website

Parent Body Message

At St Patrick's Wallsend there are many ways in which parents can engage in school life. There are different volunteer roles, such as working in the canteen, assisting on school excursions, at sporting carnivals or with parent reading groups, attending special events like our liturgies, St Patrick's Day celebrations or Christmas events.

Being part of our P&F is another way parents can be involved with our school life. Our P&F meets each month, giving parents an opportunity to contribute to decisions around the spending of funds raised as well as learn about curriculum and school updates from the principal and executive team. It offers an avenue for all families to give feedback, advocate for the school and their children, as well as be involved in school life via sub committees or the canteen. The families at St Pat's are encouraged and able to support the school through various fundraising activities that are organised throughout the year. These are exciting events that are much anticipated by the children, especially the Mother's and Father's Day stalls and our St Patrick's day celebrations.

Communication with parents is frequent and varied. Different apps are used to communicate with families showing videos and photos. These are posted to update families on their child's day. The Compass app keeps families notified with alerts, notifications and newsletters, etc. Face to face meetings are arranged when requested or required and phone calls to parents or caregivers are also made on occasion. Parent teacher interviews are held each year to discuss each child's progress and goals. The school's Facebook page is also used to communicate information to the greater community.

Student Body Message

Being in Stage 3 at St. Patrick's has been a great experience as we have been part of making history at our school! We are the second-year group to be involved in the new Student Parliament leadership system, but this year it has changed in that even if we do not have ministerial roles, we are part of committees that we chose ourselves. This means that we can help around the school in ways that we are passionate about and really make a difference!

We are also the first-year group to use something called Essential Assessment in Mathematics at our school. We use this online platform at the beginning and end of each Mathematics unit to see what we already know about a Mathematics topic, and at the end, what we have learned. Teachers use the information to see how we have grown in knowledge and skill, and it helps them to know if we already know something so they can change what they are teaching to meet our needs. It's also great because the assessments

change the questions depending on how we are going – harder questions if we need the challenge, and easier questions if we need more help. It's really smart!

This year it was also great to get back to some social justice events after COVID such as Project Compassion, collecting warm blankets and non-perishable food for the Vinnies Winter Appeal, and of course, our new recycling system for Season of Creation. We have learned a lot about how we can be good stewards of God's creation and help others to grow as well.

As always, our teachers and Mr. Ariel are always encouraging us to chase our PB's (personal best) and celebrate with us when we do. This can impact our learning, by how we all keep ourselves and others safe and how we are respectful we are to each other.

School Features

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

St Patrick's is a Catholic systemic Primary School in the Diocese of Maitland Newcastle with an enrolment of 308 students from Kindergarten to Year 6. It is located 13km west of the Newcastle CBD and services the town of Wallsend and surrounding communities including: Maryland, Fletcher, Rankin Park and Elermore Vale. In 2022 St Patrick's increased to fourteen classes, double stream classes from Kindergarten to Year 6.

In 2022 St Patrick's started the process of developing a new 'Master Plan' for the school site. Hopefully this will be completed in 2023. This 'master plan' will set out some clear advice and vision for what the future of St Patrick's buildings, learning spaces and in particular what our playground may look like in the future.

I would like to thank our P &F. A small group of committed members continue to support our students and we look forward to this continued relationship, in 2023.

Students from St Patrick's feed into St Clemente High School (Years 7-10) or St Pius X Adamstown (Years 7-10) and Francis Xavier College, Hamilton (Years 11 and 12). Both St Clemente and St Pius X HS provide a transition program for our students and opportunities for transition visits and learning opportunities at the feeder schools.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
149	164	99	313

* 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 88.62%. 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
89.12	88.83	87.66	89.35	88.71	89.23	87.46

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	35
Number of full time teaching staff	13
Number of part time teaching staff	14
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

The staff of St. Patrick's are continually upskilling themselves in response to diocesan initiatives, our school strategic plan and also teacher-identified areas of professional need. Staff development in 2022 mostly centered around actioning our goals in our 2022 School Strategic Plan, including a Spirituality Day revisiting our Mercy charism and revisiting our Vision and Mission statements and follow-up sessions in staff meetings for the rest of the year.

Staff also participated in professional learning delivered by Education Officer Sharon Sawyer and Pedagogical Mentor, Tim Stibbard and Mr. Brad Fuller our Assistant Principal around Literacy, specifically reading fluency, comprehension and how they are intertwined in Scarborough's Reading Rope. This gave staff the skills and knowledge to accurately assess students using Acadience testing, identify individual areas of student need and target these needs with strategies to help students achieve. All this professional learning was evident in our 'learning conversations' and on our new 'Reading Fluency' Data Wall.

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)

As part of our School Improvement Plan for 2022, St. Patrick's staff revisited our school mission and vision statements. First, we spent a spirituality day revisiting our Mercy charism, identifying our values as a staff, articulating where we would like our school to be in terms of our vision, then how to get there, which is our mission statement. We decided that the current vision statement still held, but we needed a mission statement that was more reflective of our current values and also that related more to how we will achieve our vision.

Our vision statement: At St. Patrick's Primary School, we have the courage to live the Gospel through respect, compassion and service to others.

Our new mission statement:

We show RESPECT in our relationships with each other and with God.

We reach out to all with the COMPASSION of Jesus.

We SERVE each member of our diverse community.

This is how we live the Gospel, welcoming all to love and learn together. We are also mindful of our diocesan Vision statement, which places Jesus Christ at the heart of everything we do.

Catholic schools are an extension of the Church and therefore participate in its mission, which is to spread the good news of the Kingdom of God in all things.

Our school is a product of this mission, as it was founded by the Sisters of Mercy (originally from Dublin) and is one of the oldest schools in the diocese. Our patron saint, St. Patrick, was also known for his mission of spreading the good news of Jesus all over Ireland. Our Catholic culture is evident in the way we live and strive to be the face, hands and feet of Jesus to everyone we meet. Our staff, students and families participate in daily prayer, liturgies and masses both in the church on our grounds and in our outdoor spaces, and daily Religion lessons.

In 2022 our Mini Vinnies were a very busy little crew. They helped present and organise Project Compassion boxes during the season of Lent, and ran the Mini Vinnies Winter Appeal, collecting non-perishable food items and warm blankets for the local needy in our community. They ran the classroom liturgies for Laudato Si, based on the encyclical from Pope Francis on the care for our common home. They also designed activities, created posters to advertise, presented classroom liturgies, then signed up with their names on a roster to help launch and monitor our new recycling program for the Season of Creation in September.

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.

The Catholic Schools Office Learning Framework is bringing together structures, that relate to quality learning and experiences in schools across the Diocese.

It is built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

St Patrick's continues to develop into a true Professional Learning Community through a focus on learning, using data to inform teaching. The Maitland/Newcastle Diocese initiative 'Leading, Learning, Collaborative', led by Lyn Sharratt continued in 2022 and further, consolidated our whole school belief, commitment and understanding of what a true professional learning community is. Fortnightly Learning Conversations continued to be embedded common practice, as an ongoing collaborative process with teacher gradepartners, facilitated by an executive member and often attend with a 'knowledgeable other'.

The Learning Conversations focused on Reading due to our data and new release of the K-2 English Syllabus. Common formative assessments were used to plan and measure progress. The fortnightly Learning Conversations were centered around collaboration, student reading and fluency outcomes, data and assessment.

Through our journey of unpacking 'Clarity' by Lyn Sharratt, our whole school data wall was reinvented, ensuring staff buy-in and a whole school/shared responsibility. Student growth was tracked, using the Syllabus outcomes and Acadience fluency data. Learning and teaching sequences were developed using analysis of data from pre and ongoing formative assessments.

St Patrick's are using evidenced based practices to improve student outcomes with a focus on Literacy and Numeracy, through professional learning, 'Learning Conversations' and using data to inform teaching. St Patrick's is a part of the Literacy and Numeracy Action plan (LNAP) focusing on the key areas of Instructional Leadership, Diagnostic assessment, Differentiated Teaching and Tiered Interventions. A leading teacher provides targeted support and professional learning to teachers in these areas to build capacity. The (LNAP) State Government Project concluded at the end of 2022.

The students are encouraged to participate in various competitions run by the University of NSW and Newcastle Permanent Building Society. These competitions cover a variety of areas including Maths, English, Writing, Spelling, Science and Computer literacy and Religious Education. A number of students received distinctions and credits in these competitions in 2022. We continued our annual, in-school Mathematics and Spelling Bee competitions. With a number of students finishing top 2 in our 'Central' Region and at the Diocesan finals.

Students with additional needs are supported through a differentiated curriculum in the classroom and assistance from the learning Support Team, comprising of a Learning Support Teacher, Leading Teacher (K-2) and four Learning Support Assistants. Students with additional learning needs have individualised plans targeting learning needs and delivered through small group or one to one intervention. Teachers track data to ensure student growth and progress.

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	60%	52%	6%	12%
	Reading	54%	54%	11%	11%
	Writing	62%	50%	3%	7%
	Spelling	49%	48%	9%	15%
	Numeracy	48%	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	32%	31%	12%	14%
	Reading	37%	39%	16%	11%
	Writing	21%	25%	15%	18%
	Spelling	44%	37%	4%	14%
	Numeracy	33%	25%	14%	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

In 2022 the school reviewed its vision and mission statement to more accurately reflect our school community. It is centered around Christian Values and places great emphasis on having "the courage to live the Gospel through respect, compassion and service to others." Students are encouraged to always respect others, be responsible for their own actions and contribute to both the local community and wider society.

In 2022 this continued to look quite different, as we managed social gathering restrictions and general health advice from the Government and Catholic Schools Office. We were unable to meet as a whole school or Parish community for a while. However, whether it was in Stage groups or online via Zoom, Live Streaming or back in person, our students engaged in events such as Project Compassion, Catholic Schools Week Celebrations, Laudato Si' Week, and the Season of Creation. Though we endeavoured to minimise fundraising efforts due to ongoing impact of COVID-19, we were still able to donate money to Caritas Australia, as well as food and warm blankets as part of our fundraising efforts. All students at St Patrick's also participated in 'You Can Do It – Program Achieve' Social Emotional Learning Program. This was especially important in 2022, from Kindergarten to Year 6, as we focused on lessons about building resilience and persevering in the face of adversity while we continue to respond to the ongoing impacts of COVID-19.

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

St. Patrick's participates in the diocesan Continuum of School Improvement each year, which helps ensure we reach our benchmarks for creating a vibrant Catholic culture, improve learning and wellbeing for students and staff. These reviews help inform our Strategic Improvement Plan for the next three years. The plan is divided into three categories: Catholic Culture and Mission, Learning and Wellbeing. In Catholic Culture, our priority this year was to re-visit our Vision and Mission statements and update them to reflect the values and beliefs of our current staff. The vision statement remained the same, but our mission statement, which is how we achieve the mission, changed after a series of professional learning opportunities.

In Learning, to begin the three-year plan, our staff participated in professional learning with our Education Officer, Sharon Sawyer, in Literacy – specifically, reading fluency. We changed our data wall to reflect our new reading goals and began using a program called 'Acadience' to measure students' fluency rates and comprehension. Our pedagogical mentor, Tim Stibbard, collaborated with staff through coaching sessions and executive staff mentored others through our fortnightly Learning Conversations. By the end of 2022, student achievement reflected the consistent approach across the school and we were very pleased with the results.

For Wellbeing, the diocese launched a new Wellbeing policy as this is an area of need across all schools coming out of the pandemic in the last few years. Mr. Leo Pearman, one of our Primary Coordinators, was instrumental in delivering professional learning around this new policy and collaborated with staff on what this could look like at St. Patrick's moving into the future.

Priority Key Improvements for Next Year

Moving into 2023, St. Patrick's will progress to the next stage in our three-year School Strategic Plan.

To continue development of our Catholic Culture, we will now turn to students and families to ascertain their perception of who we are as a Catholic school. From there, we will work to incorporate our Mercy charism into the fabric of our school life so that our values and beliefs are known to all through everything we do at our school. This includes working closely with our exec team, staff and student leadership teams to produce and launch our new Positive Behaviours for Learning framework, which incorporates the Mercy Values already displayed around the school.

For the next stage of Learning in our Strategic Plan, we will move forward from Reading Fluency into using the same skills for decoding (phonemic awareness) to assist students with spelling unfamiliar words. Staff will receive professional learning around this, including practical teaching approaches to use in classrooms. Staff will also be focusing on ways they can incorporate Literacy across all other subject areas. This way, Literacy becomes a way to process, use and express information, and will expose students to many different text types in an authentic way. We look forward to sharing our relevant data and successes with you in next year's annual school report.

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 our parents completed the 'Tell Them from Me Survey'. This is what our wonderful parents had to say.

Continuing our commitment to seek and incorporate community opinions and ideas to improve outcomes for learners, the school gathered data from parents, students and school personnel. This information informs and guides school policy as well as the School Improvement Plan. Some of the main points of the data is summarized below but offers only a glimpse of the rich experience of all stakeholders at St Patrick's Primary School.

Partners in Learning Parent Survey Report

Complying to the Diocese mandated questionnaire, the 'Partners in Learning' Parent Survey data capture began on September 06 and was open until October 14, 2022. The survey provided the opportunity to offer their opinions about how the school supports learning, positive behaviour and the quality of the learning environment.

The survey data indicated that parents felt welcome at school and that St. Patrick's supports positive behaviour. Parents felt that they could easily speak with their child's teachers and that communication from the school was clear and accessible.

St. Patrick's parents encourage their children to excel at school and praise their children when they do well. This is visible on Monday assemblies with solid parental attendance. The data also indicates that parents and carers discuss the importance of schoolwork with children and enquire about any challenges that learners may be experiencing. Likewise, parents also report that teachers encourage and show an interest in the children's learning and encourage them to work diligently. Also reported was the expectation that children pay attention and children have a clear understanding of school rules.

Children are reported to feel safe going to or from school and that there are no racist or ethnic tensions.

Student satisfaction

Student Outcomes and School Climate

Data was gathered from years four to six on Social-Emotional Outcomes, Drivers of Student Outcomes, Safeguarding and Faith Life. Some main points are summarized below.

Social and Emotional Outcomes covered areas such as sport, belonging and relationships. A high number of students at St Patrick's report participating in sport and other extracurricular activities. They also replied that they felt accepted by their peers and others at school. This was supported by a sense of having friends they could trust and who would encourage them to make positive choices.

Learners reported valuing school outcomes but did not report an abundance of positive homework behaviours. St Patrick's students reported being motivated to learn and the school has a high number of children who do not present with inappropriate or disruptive behaviour.

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

When replying to the Faith Life portion of the survey, students replied that the school helped them to understand how to join in with school prayer and liturgies. According to responses, St. Patrick's students are shown what it means to live like Jesus and have opportunities to learn about Jesus outside of the classroom. Learners also know why the school cares about others which helps them to make a difference in the world. Religion lessons were also cited as the reason that school helps the students understand what Catholics believe.

Regarding school facilities, children feel that they are clean and comfortable. Finally, they also reported that they would encourage others to attend their school.

Teacher satisfaction

'Focus on Learning' Teacher Survey Report

This survey focused on the Eight Drivers of student Learning and Four Dimensions of Classroom and School Practices. The Eight Drivers are Leadership, Collaboration, Learning Culture, Data Informs, Teaching Strategies, Technology, Inclusive School, and Parental involvement. Teachers reported working with leadership to create a safe and orderly environment and that they felt supported during times of stress. Teachers share resources and discuss ways to improve student engagement. The Data also showed that St. Patrick's teachers set high expectations for students and that they are effective at working with student who have behavioural problems.

The four Dimensions of Classroom and School Practices are Challenging and Visible Goals, Planned Learning Opportunities, Quality Feedback, and Overcoming Obstacles to Learning. St Patrick's teachers embody these dimensions by using individual education plans to set student goals, working collegially and sharing information and lesson plans, creating opportunities for success, monitoring student progress using assessment to understand where students are having difficulties.

Details of these surveys are available from the executive in report form.

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	\$3,428,807
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$905,727
Fees and Private Income ⁴	\$699,344
Interest Subsidy Grants	\$12,631
Other Capital Income ⁵	\$264,310
Total Income	\$5,310,819

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$14,691
Salaries and Related Expenses ⁷	\$3,702,191
Non-Salary Expenses ⁸	\$1,256,824
Total Expenditure	\$4,973,706

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