

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Patrick's PS

155 Wollombi Road, CESSNOCK 2325

Principal: Mrs Maree Jones

Web: <http://www.cessnock.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 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

The purpose of this 2023 Annual School Report is to give an overview of all aspects and experiences of school life throughout the year, within the context of St Patrick's Primary School Cessnock.

This year 2023, was one of the most stable years that we have had in quite a long time. It was relatively free of any COVID interruptions & limited natural disasters, leading to a year of academic and sporting prosperity with nothing cancelled due to unforeseen circumstances.

As a Catholic school, we truly appreciate the sense of belonging and all aspects of building community within the context of school life. Our core beliefs centre around our values of Respect, Kindness, Justice, Compassion and Forgiveness. These values are always at the forefront of everything that we endeavour to accomplish. Our Vision Statement echoes this, 'With heads, hearts and hands we walk in harmony with Jesus Christ'.

Our St Patrick's community is very resilient and always demonstrates a spirit of generosity, which will be unveiled further along in this report. As the Principal of St Patrick's Cessnock I have been proud and felt privileged to have led the school during 2023.

Parent Body Message

The Parent Body known as the P & F Association has once again in 2023 achieved some great success in many areas. There were the regular fundraisers such as Mother's & Father's Day stalls and raffles, Athletic's Day BBQ, Pie Drive and the Annual end of year FUN DAY.

The Canteen thankfully opened again three days a week, albeit with limited but very hardworking volunteers. We had a few relentless parents/carers who were charged with overseeing the rosters, stock ordering and general maintenance of the Canteen.

As a school we were very grateful to these volunteers. They have provided an excellent service to the school community throughout the year. On occasions the Canteen did have to close due to lack of volunteers. This is understandable, as many families have to work these days and are hence not always available.

Thanks to the wonderful fundraising efforts of the Parent Body, we were able to purchase half a dozen sporting gazebos that were greatly needed. These will be used at all carnivals, as well as activities undertaken in the school grounds.

Unfortunately the P & F as it presently is, will only function for one more year, then a new model will be introduced by the Diocese.

Student Body Message

As always, it has been a privilege to serve on the St Patrick's 2023 Leadership Team. During this year we have been able to fulfil all of our leadership duties including hosting regular weekly assemblies and helping to organise and be a part of the many school Liturgies and activities that take place throughout the year.

As a Leadership Team, we were able to organise and help run the Athletics and Swimming Carnivals and one of the highlights was attending the local Council's Mayoral Breakfast. At this event there was an inspirational speaker who motivated us as a Leadership Team to understand what it means to be not just a good leader but a great leader.

We thoroughly enjoyed mentoring and helping our new Kinder buddies in 2023 and we tried to be the best role models for them. Sometimes they were hard work, but they are just little.

As a Student Leadership Team, we worked closely with our Year 6 teachers to implement the values of our School Vision & Mission statement, that forms the basis of our core Christian beliefs. This year we met nearly weekly to discuss issues around the school. It was important for us as a Leadership Team to have a voice!

School Features

St Patrick's is currently a double streamed school catering for students from Kindergarten to Year 6.

Our Parish

We belong to the St Joseph's Parish, Cessnock. Our Parish Priest is Fr James Lunn. Due to our geographical position, being a 20 minute walk from our school to the Church, many of our liturgies and masses are celebrated here in the school grounds.

Location of our School

St Patrick's School is nestled in the foothills of the beautiful lower Hunter Valley in NSW. Neighbouring towns are Abermain, Kurri Kurri, Branxton and Lochinvar. St Patrick's is sadly, located on a very busy main arterial road that runs through the heart of the town, so we do have some traffic issues at the front of our school.

St Patrick's Primary School forms part of the Lower Hunter Region comprising of 4 High Schools, 10 Primary Schools and 1 Infant's School. Our closest Catholic Schools in our Diocese are Holy Spirit Abermain and Holy Spirit Kurri Kurri.

Geographically, we are a 50 minute drive from our nearest major city which is Newcastle, where our head office, Diocese of Maitland/Newcastle is located. The nearest Catholic High School is located 30 minutes away at Lochinvar, so our students commute via buses to high school each day.

History of the School

St Patrick's has a long history of being associated with the Josephite traditions. In response to a perceived need of the Catholic Community of Cessnock, the first Catholic School commenced in January 1887 by the sisters of St Joseph. St Patrick's Church at Nulkaba was used for this purpose.

A new Church was built in 1893 and the Church-School was fitted with permanent fixtures and the building converted to St Patrick's School. On the 15th July 1906 a hall was moved to the High St. site and furnished as a school. It also served as a temporary Church. It was known as St Joseph's Church-School.

In 1936 a new St Joseph's School on Bridges Hill replaced the old hall. This served as a Primary School and later as a Junior Secondary School for girls. There was also a Catholic School close by at Bellbird from 1937-1958. In 1937, St Patrick's School was relocated from Nulkaba to Wollombi Rd Cessnock. The 1970's saw the completion of a brand new brick school which is still the complex that we reside at today.

The school has undertaken two major building projects over the past 10 years to expand, renew and enhance the facilities. We are still continually upgrading the school with innovative and contemporary learning spaces including another building works program that was due to start in 2023 but has been delayed.

As a School community we thank the Sister's of St Joseph who have been pioneers of our school and are integral to our school charism of "Never see a need without doing something about it"

Academic and Cultural Achievements

At St Patrick's we value the importance of academic success and cultural enhancement. We always try to encourage our students to always try their very best.

Fortunately in 2023 we were able to offer our students a lot of opportunities to participate in activities and competitions that would benefit them academically and culturally. Students entered the ICAS University tests, Newcastle Permanent Mathematic's Competition, Mathematics and Spelling Bees, NAIDOC, Debating & Public Speaking competitions.

Excursions

During 2023, all grades were able to attend an Excursion. It was also great news that our Grade 5 students were able to visit the Great Aussie Bush Camp and stay for 2 nights. Year 6 were also lucky to visit Canberra for 3 days and enjoy the educational, cultural and social benefits from such a great excursion.

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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
168	183	31	351

* 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 2023 was 89.49%. 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
90.72	90.13	88.06	90.37	89.40	89.57	88.18

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 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 2023:

Total number of staff	38
Number of full time teaching staff	18
Number of part time teaching staff	6
Number of non-teaching staff	14

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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

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The following Inservices were attended either in person or via ZOOM or Teams:

- Learning Support-Differentiating the Curriculum
- CoGAT training & analysis
- BYOD training
- NCCD-update and revision of requirements
- Early Learning and Successful Foundations inservicing
- Collaborative days for Successful Foundations
- Leading Learning Collaborative (LLC) Case Management Meetings for Diocesan Schools
- Peter Sullivan Numeracy days
- K-Language LIFT training
- K-2 English/Mathematics/RE Syllabus training
- 3-6 English/Mathematics/RE Syllabus training
- MN Response training (Critical Incidences/Injury Reporting/Hazard Reporting)
- CPR/Emergency Care Training

The Executive Team also engaged in PD with the following:

- Regional Principal Meetings
- LLC workshops with Dr Lyn Sharratt
- LLC Diocesan Case Management Meetings
- Governance Training
- RE World Youth Day & Pilgrimage to Israel
- RE Assembly days
- Assembly days for Assistant Principal and Primary Coordinators
- Assembly days for Principal
- PM /GEM days

Professional Development Meetings each week (60 minutes):

- Annual inductions and Governance updates
- Inservicing on the 14 Parameters LLC Framework
- Revision of Code of Conduct, Confidentiality, Conflict of Interest, WHS responsibilities
- Agreed Practices re-visited for all areas of the curriculum.

- Anti-Bullying briefings and procedures
- Managing difficult behaviours
- Learning Support updates and briefing on new procedures and proformas
- Early Learning Framework
- Inclusive Training
- Self Review reflection meetings
- Case Management Meetings
- Programming COSI style Meetings
- PLCs and PLTs-programming, assessment & reporting focuses.
- NAPLAN analysis & unpacking
- PAT testing analysis meetings

Qualifications Up-Grade:

- Some Staff completed the RE Diocesan Inservices for Accreditation
- 1 Staff member graduated from her Masters in Theology
- 1 Staff member studying Psychology

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)

Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be: "Communities of living faith where the heart of all we do is Jesus Christ."

As such, at St Patrick's we strive to:

- Be truly Catholic in our identity and life.
- Be centres of the 'new evangelisation'.
- Enable students to achieve high levels of 'Catholic religious literacy'.
- Be led and staffed by people who will contribute to these goals.

The Catholic identity of St Patrick's Cessnock has its foundations in its long association with the Sisters of St Joseph commencing in 1887 with the formation of the first Catholic School in the area. The commitment to living the Gospel and the dedication shown by the Sisters throughout our long history is still evident in the Catholic identity of St Patrick's School and Parish today. Sadly, we no longer have any of the sisters of St Joseph affiliated with the school but their memory and legacy lives on today.

Our Sacred Reflection Garden named 'The Prayerful Place', was erected in the memory of all the sisters of St Joseph's who helped to shape our school and its traditions. The Sisters contributed so much over the years to our Catholic identity.

Our Catholic identity is visually evident in the artworks, crucifixes, sacred spaces and values-based signage that is around the corridors of the school. We have our Mission and Vision Statement proudly placed in our welcome area & our quadrangle area for everyone to see with our values of Respect, Kindness, Compassion, Justice and Forgiveness displayed directly underneath. Our Mission and Vision statement was based on the Josephite Charism. More importantly though, our Catholic identity is visible in the way that we treat each other every day of our lives not just in the school context but always.

Family and Parish Evangelisation

The School and Church came together in solidarity again in 2023, building positive connections and relationships. Together throughout the year the School and Parish worked together on humanitarian projects with our Winter and Christmas Grocery Appeals which were both resounding successes.

At all times Parishioners from our local Parish were extended a warm welcome to attend any events or Liturgies held at the school. Other forms of communication between the School and Parish were in the form of newsletters, bulletins & the school's website.

One of the main highlights that stands out for 2023 was the Commencement & Welcome Liturgy in Catholic School's Week. This was a wonderful occasion as we had many families and parishioners on the school grounds. There was definitely a sense of belonging and connectedness.

Finally, the Staff of the school continued to provide a solid link between the School and the Parish by being part of the Sacramental Team, RCIA program and by participating in various ministries within the Parish/Church.

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.

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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.

As a Catholic school, our students also undertake the study of Religious Education. 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, collaboration and decision-making. We also include both independent and cooperative learning. ICT - Information Communication Technology is at the centre of programming, teaching and learning.

Our Year 5 and 6 students during 2023 again were part of our BYOD program (bring your own device) All programmed units of work and most lessons incorporate the use of Interactive TVs, computers and relevant interactive programs.

In providing a meaningful and inclusive learning program, St Patrick's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within its school community so that each person is 'empowered and challenged' to become lifelong learners with optimism and hope for the future.

St Patrick's aims to provide a fully inclusive mainstream learning environment that reflects the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). All students are included in the activities of the school community and given opportunities and responsibilities that recognise their value to the community and provide positive learning and social experiences.

- Our commitment to the practices of purposeful inclusion reflects the Gospel values of respect, equality and social justice. Within a Christian framework, we provide a learning environment that is supportive and responsive to individual needs and differences and that recognises and celebrates the individual student's abilities and strengths.

WE AIM TO DO THIS BY:

- Identifying individual strengths and needs.
- Individual Goal Setting, Learning Intentions and Success Criteria used in all classrooms
- Providing appropriate interventions where necessary. In fact our MiniLit / MacqLit/ Language LIFT programs continued to be extremely successful during 2023, as well as the CILS government funded intervention program.
- Fostering the growth of student confidence and independence in learning.
- Working collaboratively with parents and other specialists/external providers for the benefit of each student.

St Patrick's is committed to ensuring students transitioning to Kindergarten receive the best possible start to their schooling. Our dedicated Kindergarten teachers and Learning Support Team visit our early learning centres to gain as much information as possible about the students coming into our care.

Our Transition and Orientation programs are family friendly and designed to promote relationships between staff and students. We pride ourselves on providing a multitude of opportunities for our new students to feel comfortable in the formal school setting in the year before they start school. In fact, many Play-Groups and Transition days were undertaken in Term 3 2023 with resounding success.

The Diocesan Early Learning Policy is firmly founded on Six Declarations about the Early Learner in Catholic schools. It is centred on the image of the child and underpins all we do here at St Patrick's. This program continued in 2023 and was very successful. It will continue into Year 1 in 2024.

At St Patrick's, our focus is also on identifying gifted learners and assisting with the process of developing talent by providing specific opportunities for learning, training and practice.

We have high expectations for all students, with an increased focus on gifted learners and their needs. In 2023 our GEM teacher continued to assist and facilitate students in the Gifted Education area.

K-6 CoGAT was implemented with the intention of estimating students' learned reasoning and problem solving abilities through verbal, quantitative, and nonverbal test items. The CoGAT is used with other school data to assess students' learning and to provide guidance around instruction, decisions and strategies.

All students K-6 were CoGAT (Cognitive Abilities test) tested and teachers were upskilled on how to best meet the individual learning styles of the students in their class.

Student Performance in Tests and Examinations

NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participated in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of NAPLAN is to provide information to parents and teachers about the achievements of students in 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.

From 2023, NAPLAN results are reported against proficiency standards with 4 levels of achievement to give teachers, parents and carers clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Patrick's PS for 2023 is reported in the table below.

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	74%	54%
	Reading	80%	67%
	Writing	88%	76%
	Spelling	74%	61%
	Numeracy	66%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	67%	64%
	Reading	75%	74%
	Writing	67%	66%
	Spelling	73%	69%
	Numeracy	58%	68%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned 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

During 2023 we were able to implement some of our Social Justice initiatives. We were proud of our Annual Winter & Christmas Grocery Drives which were run in partnership with our local Parish. Both Appeals were a huge success. Overall, at St Patrick's, we continued in 2023 to build a positive, informed, and resilient Catholic community through the teaching of a Catholic curriculum that reflects the teaching of Jesus and the living of the Gospels.

Through a Catholic lens, we invite students into a dialogue and a daily encounter with Jesus Christ. Our worldview is seen through the eyes of Jesus. This leads us to realise the inherent goodness and dignity of all of creation and particularly, the dignity of the human person as created in the image of God. We foster our membership in the wider Catholic Church through promotion of parish relationships, our celebrations of the Eucharist and Liturgies and our engagement in Catholic social teaching.

At St Patrick's we promote the Making Jesus Real Program (MJR). It is a program designed to foster a relationship with Jesus that is real to the students and relevant to their daily lives built on respect and responsibility of their actions. MJR is centred around the belief that we are the image of Jesus to all people around us. We promote the core values of Respect, Compassion, Forgiveness, Justice and Kindness.

St. Patrick's students also promote the Positive Behaviours Program by being responsible learners through our schoolwide motto using our "Pride Guide" - be respectful, be an active learner and be safe.

A special Anti- Bullying Programme was also taught in each class regularly to address any issues that may arise. Such lessons are taught around the value of Respect. Our Pastoral Care Worker, Learning Support Teacher and Psychologist implemented a few initiatives in 2023 (Rock & Water & various social programmes) to help the students in the school who

had displayed significant social or behavioural issues. Guest speakers were accessed also via ZOOM during 2023 to help students who were showing signs of anxiety.

We continued with our student Environmental Team who were inserviced with documents such as:

Ladauto Si inspiring them to be 'Stewards of Creation'. All students were taught the importance of respecting and being actively responsible for their environment.

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 Identity and Catholic Curriculum
- Learning and Wellbeing

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 2023 there were a lot of areas of improvement undertaken across the school environment. The completion of the upgrade of technology comes to mind, including the cyclic replacement of outdated laptops and stand alone computers was undertaken across the school.

The replacement and addition of shade sails to enhance and create new outdoor learning areas was achieved in 2023 giving more options for contemporary learning.

Curriculum wise a main focus was the upskilling of Staff in the area of Numeracy and improving the outcomes of students' Numeracy results. Our Year 3 NAPLAN Numeracy results were greatly improved, however our Grade 5 results did not improve from the year before.

Continuing to implement the Leading Learning Collaborative was a key focus and continued in 2023 with great success.

2023 saw the consolidation of Case Management Meetings at St Patrick's which contributed to some improved results for students. The successful implementation of the Numeracy Data Wall proved effective for tracking and monitoring the progress of students K-6. The results were also tracked digitally which allowed teachers access to some very good student data.

Building Teacher capacity through the continued assistance and guidance from the Pedagogical Mentors and GEM had a major impact in building capacity in Teachers to improve their teaching practices.

Faith Formation in our Staff and students was also an area where we felt that we had started to make some great progress.

Priority Key Improvements for Next Year

The main areas of focus for 2024 will be to:

- Increase student results in the area of Mathematics especially Year 5 NAPLAN results.
- Continue to implement new strategies, offer more Professional Development opportunities and to consolidate in the areas where progress has already been made in the Numeracy area.
- Continue to build capacity in teachers to teach Numeracy concepts confidently & competently.
- Engage Parents more in students' learning journey.
- Develop individual goal setting and peer-self assessments for students.
- Introduce 3 way teacher/parent/student conferences to initiate Individual Goal setting for students.
- Build professional development around the implementation of the 'Third Teacher' in classrooms.
- Look into an effective Spelling Program that meets the needs of students 3-6 leading to improved NAPLAN results.
- Continue to develop & build capacity in teachers ability to deliver Faith Formation opportunities for their students.
- Construct an Outdoor Learning Space to enhance the Early Learning Framework across K-2. (Capital Works)
- Upgrade the Computer lab replacing 32 stand alone computers and a refurbishment of the area.
- Upgrade Stage 1 and Early Stage 1 furniture to allow for contemporary learning opportunities.
- Replace astro turf to provide a safe area to implement the PD/H/PE syllabus.

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

During 2023 the overall feedback from the school community was one of immense gratitude. Many parents/carers sent messages to the Staff expressing how thankful they were for the care and consideration that had been given to their child throughout 2023.

The school community was happy at the various opportunities that were provided for their children to learn and grow, as well as the social gatherings that were orchestrated to build a sense of community.

Of course, in any educational setting, we acknowledge that at times, we can do things a bit better and our aim is therefore, to strive to continually improve in our engagement and delivery of the curriculum as well as on-going communication with our Parents/Carers. We have appreciated both the positive affirmation from our Parent Community as well as any constructive feedback that has been offered on occasions.

Continuing to update facilities was one area that was often brought up in discussions at P & F meetings which is a forum for raising issues and concerns.

Student satisfaction

During 2023 there was no formal survey data collected from students regarding school satisfaction.

Teachers were asked to do individual class surveys asking their students what they loved most about school, do they feel safe and supported at school and what would they like to see improve at the school.

The majority of students loved sport, creative arts, the new 9 square game on the playground, going to the canteen and being with their friends. They all loved going on their excursions and camps. The students were grateful to the teachers for organising these events.

98% of students felt safe and supported and those that didn't, are students who our Wellbeing Team are working closely with to help them adjust better in 2024.

Some improvements were wearing sports uniform everyday, more Gala days for all sports, canteen open everyday and school finishing earlier!

Overall, the student satisfaction was very good.

Teacher satisfaction

After numerous conversations at Staff meetings the general consensus is that the majority of Staff seem very happy teaching at St Patrick's and this is evident also in the low turn over of Staff at St Patrick's each year.

The main dissatisfaction from the Staff is that they do feel the stresses of being over worked with a lot of expectations with; extra meetings, on-going professional development expectations, accreditation benchmarks, as well as an on-going cycle of programming, assessing and reporting. On top of this commitment, teachers are also continuing to organise resources and plan for their lessons daily, whilst also trying to liaise and keep parents/carers up to date with their child's progress and welfare. The increased behavioural needs of students is also very difficult to navigate and accommodate.

Meeting the individual needs of their students and differentiating the curriculum can also cause Staff anxiety. It is time consuming and takes a lot of individual preparation time, including a lot of extra meetings and liaising with Learning Support Personnel and External Providers in order to gain a full picture of the child's needs.

Much of this stress mentioned above can affect the overall emotional wellbeing of the Staff. This is a precarious issue to address as a Principal and as a system.

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 2023 year is detailed below:

Recurrent and Capital Income 2023	
Commonwealth Recurrent Grants ¹	\$3,807,708
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$1,063,747
Fees and Private Income ⁴	\$705,397
Interest Subsidy Grants	\$10,133
Other Capital Income ⁵	\$254,336
Total Income	\$5,841,321

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$92,279
Salaries and Related Expenses ⁷	\$4,451,120
Non-Salary Expenses ⁸	\$1,336,555
Total Expenditure	\$5,879,954

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 2023 REPORT