

2023

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE

Together in Christ



St Patrick's Primary School

Macquarie Street, WALLSEND 2287

Principal: Danny Ariel

Web: <http://www.wallsend.catholic.edu.au>

About this report

St Patrick's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The 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 2023 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 school disco 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.

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 2023 was continuing 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 2023. 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 with school excursions and at sporting carnivals, helping with parent reading groups and attending special events like our liturgies, St Patrick's Day celebrations or Christmas events.

Being part of our Parent & Friend's group is another way parents can be involved with our school life. Our P & F meets throughout the year, giving parents an opportunity to be part of fundraising efforts, special events and discussions around learning at St Patrick's. Parents can choose to be part of one or many events.

It offers an avenue for all families to give feedback and advocate for the school and their children. 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 third-year group to be involved in the new Student Parliament leadership system. All of us enjoy our leadership responsibilities and the privilege of being a buddy to Kindergarten students.

At St. Patrick's we are provided with the opportunity to engage in 'Lunch/Recess Clubs'. They are great if we have an area of interest or just need some space from the playground. A favourite amongst the students is 'Mini Vinnies'. This is a club ran by Mrs. Henman and Mrs. Tucker every Friday. We learn about social justice issues in our community to live out our values. This year we raised money, made sockballs for Socktober, ran stalls for Crazy Sock Day, performed 'Little Drummer Boy' for the whole school at our Advent Masses.

Here at St. Pats, our sporting events and programs are designed to give our students a healthy amount of exercise and movement everyday they enjoy here at St. Patrick's. We have an immense number of gala days and carnivals, including swimming carnivals, and athletics carnivals. We love participating in all of them and chasing our own PB's.

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. Further upgrades occurred at the end of 2018 when St Patrick's received a new demountable library, data wall/ teacher collaboration space. This allowed for the old library to be converted into an open style double Kindergarten classroom.

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 325 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 2023 St Patrick's continued with fourteen classes, double stream classes from Kindergarten to Year 6.

In 2023 St Patrick's and the diocese continued to repair and improve existing buildings, learning spaces and in particular what our playground may look like in the future. In Term Four our new Infants Play equipment/playground was open. It was an instant hit with all our infants' students. We will be looking forward to the opening of our new Kindergarten break out space and 'passive play area opening at the beginning of 2024.

I would like to thank our P &F. A small group of committed members who continue to support our students. We look forward to our parents continuing to support St Patrick's as we transition to the Diocesan PEG (Parent Engagement Mode) for 2024.

In 2023 students from St Patrick's fed into St Clemente High School (Years 7-10) or St Pius X Adamstown (Years 7-10). 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 2023: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
151	172	104	323

* 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 91.50%. 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
91.13	92.51	91.13	90.39	91.24	92.74	91.39

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	34
Number of full time teaching staff	15
Number of part time teaching staff	12
Number of non-teaching staff	7

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

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 2023 mostly centred around actioning our goals in our 2023 School Strategic Plan, including goals in the domains of Faith and Learning.

Continuing in our three-year faith goal journey to improve our Catholic Culture, we worked with Education Officer for the Religious Education and Spirituality Team, Adam Frost, to provide opportunities for both staff and students to continue to connect with our Mercy Charism through spiritual formation sessions. Staff also engaged in Learning Conversation-style meetings to assess data in Religious Education and continue to be upskilled in the Pedagogy of Encounter, on which our new Religious Education Curriculum is based.

In the Learning Domain, staff participated in professional learning around phase two of our School Improvement Plan in Literacy, which was to utilise the skills of phonemic awareness, applying it to spelling. Teachers from Kindergarten to Year 2 attended sessions from Little Learners Love Literacy and returned to school to share their professional learning with the other Infants teachers to implement a consistent approach across these grades. Similarly, teachers from Years 3 to 6 attended professional learning through Spelling for Life to use consistent language and approach across our Primary grades. We continued to assess and utilise Acadience data in Reading Fluency and Comprehension to monitor and case manage our students, improving outcomes across the school.

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 Primary School, specifically, is one of the oldest schools in the diocese. It was founded by the Sisters of Mercy and named after St. Patrick who was renowned for spreading the good news of Jesus throughout Ireland.

As part of our School Improvement Plan, the staff, students, and families of St. Patrick's are actively working to articulate the values, beliefs, and practices that constitute the Catholic culture of our faith community. In 2023, we began the year by distributing a survey to determine where our stakeholders believed we stood in terms of our Catholic Culture. The survey affirmed that we express our Catholic faith story through our communication, gatherings, and environment. As we journey together through 2023 and beyond, we will continue to improve our impact, endeavouring to be the face, hands, and feet of Jesus to everyone we meet.

A highlight of 2023 was the planned opportunities for faith formation. Students from all grades learned about our Mercy Charism, our refreshed Vision and Mission statements, the school crest, and our founders. Students gained an understanding who we authentically are. Parents and carers are informed about this through our communication platforms including our fortnightly newsletter.

In regard to learning, Kindergarten and Year 1 implemented a new Religious Education curriculum which focused on a pedagogy of encounter in 2023. Our Year 6 students completed the diocese's a religious literacy test, achieving above the average.

In 2023 our Mini Vinnies Lunch Club continued. It is here that a group of students from various grades gather to support the Religious Education Coordinator in being the on-site faces of Jesus. They delivered Project Compassion boxes during the season of Lent and promoted the Vinnies Winter Appeal. They additionally presented classroom liturgies, created posters to advertise initiatives, and performed musical and dance pieces for several masses.

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 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 2023 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 grade partners, facilitated by an executive member and often attend by a 'knowledgeable other.'

Learning Conversations this year focused on Reading, and later in the year, Spelling, due to our School Improvement Plan, which is based on our assessment data through various platforms including NAPLAN and PAT data. Common formative assessments were used to plan and measure progress, and students co-constructed Success Criteria with staff as part of using assessment “As, For, and of Learning.” The fortnightly Learning Conversations were centred around collaboration, student reading and fluency outcomes, data and assessment. Through our journey of unpacking 'Clarity' by Lyn Sharratt, teachers continued to plot assessment data on our whole-school data wall to inform their teaching and ensure whole school/shared responsibility. Learning and teaching sequences were developed using analysis of data from pre and ongoing formative assessments.

Teachers are also supported in their professional growth as operators through their Personal Professional Development plans, which help set and monitor goals for each teacher on staff. PPD plans are developed in collaboration with the school principal to assist teachers in assessing their needs as professionals to help achieve system, school and personal professional goals, which in turn positively affect student outcomes. As part of this process, teachers work collaborative with Tim Stibbard, our Pedagogical Mentor, using the Teaching and Learning Cycle to assist teachers in reaching their goals.

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 2023. We continued our annual, Mathematics and Spelling Bee competitions, sending students from each grade to represent our school at the 'Central Region' competitions.

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, two English As a Language and Dialect teachers, a Gifted Education Mentor teacher, an Aboriginal Education teacher 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 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 Primary School 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	73%	54%
	Reading	77%	67%
	Writing	81%	76%
	Spelling	63%	61%
	Numeracy	67%	65%

NAPLAN RESULTS 2023		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	71%	64%
	Reading	78%	74%
	Writing	66%	66%
	Spelling	73%	69%
	Numeracy	76%	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

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.

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

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 and 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.

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 two categories: Catholic Culture and Mission, and Learning. In Catholic Culture, our priority this year was to establish where we were at with our Catholic Culture, surveying parents, students and staff to ascertain their perspective on our Catholicity and begin to develop a Catholic Identity Improvement Plan. From there, we worked to provide spiritual formation opportunities for students, connecting them with our Mercy Charism (after our staff did this in 2022 to revisit our Vision and Mission statements). Our staff also continued to develop the rigour in which Religious Education is treated, so that, similarly to other Key Learning Areas, teachers began to meet regularly as Profession Learning Teams to discuss assessment data and program teaching and learning sequences in Religious Education, together as a team. We also incorporated our Mercy Charism into our weekly awards assembly, rewarding students who

displayed our Mercy Values of Courage, Hospitality, Respect, Justice, Compassion and Service.

In Learning, continuing in our three-year plan, our staff participated in professional learning in Spelling, using 'Little Learners Love Literacy' in Kindergarten to Year 2, and 'Spelling for Life' in Years 3-6. These phoneme-based programs were a natural progression from the groundwork laid the previous year with our focus in Reading Fluency and Comprehension. Teachers continued to use Acadience assessments to monitor Reading Fluency and manage individual student needs through interventions. Our pedagogical mentor, Tim Stibbard, collaborated with staff through coaching sessions and executive staff mentored others through our fortnightly Learning Conversations.

Overarching our School Improvement Plan and in response to the needs of our students and families, one of our Primary Coordinators, Leo Pearman, in collaboration with executive and other staff, developed our Positive Behaviours for Learning Policy and Procedures, including a matrix of desired behaviours for the classroom and on the playground, and a clearly outlined response for when students needed additional support with these behaviours. These new procedures also gave opportunities for our student leaders to step up and lead their house groups in implementing/modelling the desired positive behaviours, as well as foster a sense of teamwork. It also gave an opportunity for student voice in the school. Students were rewarded with house points and celebrations chosen by their own house groups.

Priority Key Improvements for Next Year

Moving into 2024, St. Patrick's will progress to the next stage in our three-year School Improvement Plan.

To continue development of our Catholic Culture, we will develop a new school prayer to reflect our Mercy charism, as well as our new Vision and Mission statements. We will continue to provide spiritual formation opportunities for staff and students and update our signage to reflect our Catholic culture. Staff will be upskilled through professional learning in the area of providing spiritual formation for students. Staff will also continue to implement the new Religious Education Curriculum for Kinder to Year 3, based on the Pedagogy of Encounter, teaching students to dialogue earnestly about what they think and believe, what others think and believe, and what the Church believes.

For the next stage of Learning in our Strategic Plan, we will continue to apply our phonemic awareness in Reading Fluency and Comprehension, as well as Spelling. We will also begin to focus on Sentence Structure, including Grammar and Punctuation, in Writing, in response to our perceived areas of need from our latest NAPLAN data. We will work closely with our new Education Officer, Michelle Rosewell, as well as other members of various diocesan teams, to upskill staff in research-driven teaching practices, as well as implementation of the

newest English curriculum from Kinder to Year 6. 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

The surveys are every other year, our next survey will be in 2024. But this is what was said in 2022; 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

The surveys are every other year, our next survey will be in 2024. But this is what was said in 2022;

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

The surveys are every other year, our next survey will be in 2024. But this is what was said in 2022;

'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.

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	\$3,551,656
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$941,266
Fees and Private Income ⁴	\$882,734
Interest Subsidy Grants	\$12,431
Other Capital Income ⁵	\$271,693
Total Income	\$5,659,780

Recurrent and Capital Expenditure 2023	
Capital Expenditure ⁶	\$47,719
Salaries and Related Expenses ⁷	\$4,064,717
Non-Salary Expenses ⁸	\$1,521,770
Total Expenditure	\$5,634,206

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