

# 2022

## 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 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

The purpose of this 2022 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.

The year started with such enthusiasm, promise and hope for a normal school year pre-COVID to happen and the year certainly delivered. The Staff and students definitely had a spring in their step with the anticipation of all of the events & activities that could and would return to the school calendar.

The highlight of course was the return of our families and friends on site to attend events & Liturgies. This was so exciting, because as a Catholic entity we truly appreciate and value the sense of belonging and the building of community which is a strong aspect of our Faith. Our core values of Respect, Kindness, Compassion, Forgiveness and Justice are always at the forefront of everything that we do and every decision that we make. Our Vision Statement echoes this, 'With heads, hearts and hands we walk in harmony with Jesus Christ'.

The year was not without its challenges with Staff shortages, natural disasters and on-going sicknesses that interrupted some facets of the learning agenda.

The resilience of our wonderful school community and their generosity of spirit is amazing and greatly appreciated!

### Parent Body Message

On reflection, 2022 has been a great year post COVID. There were many fundraising events held such as; Mother's/Father's Day Stalls, Mother's Day BBQ, Cookie Dough fundraiser, various raffles and of course the success of the Canteen to raise extra funds.

The Canteen was once again open 3 days a week from Wednesday through to Friday inclusive. Whilst we didn't have a great deal of Canteen volunteers, the ones that were on the roster worked tirelessly to provide a great service to the Staff and students.

As a result of the proceeds from the P&F fundraising and the profits from the Canteen, the P&F were able to purchase 20 outdoor aluminium picnic tables for the school. The P&F also purchased a new double glass door fridge and a single door upright freezer for the Canteen.

Finally, the P&F were able to contribute and fund an end of year FUN DAY for the entire school. This was a huge success and was enjoyed by everyone.

We are very grateful to our hard working volunteers and thank them for giving up their precious time to assist in some capacity in the school community.

Whilst attendance each month at P&F meetings is limited to a few Parents/Carers, there are always many volunteers happy to help out wherever possible if approached and invited to do so.

### Student Body Message

It has been a privilege to serve on the St Patrick's 2022 Leadership Team. During this year we have been able to fulfil most of our leadership duties including hosting regular weekly assemblies and helping to organise and be a part of the many school Liturgies 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.

Fortunately, we were also able to mentor our new Kinder buddies in 2022 and be role models not just for them but for the rest of the St Patrick's community. 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.

Some of us were also lucky enough to represent the school at some Diocesan events held in Newcastle. After the last 2 years of COVID it was good to get things back to normal.

---

## 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. On occasions the students may venture up to the Church for a Liturgy or Mass.

### **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 All Saints Cluster 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, the Catholic Schools Office 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. Another smaller upgrade has just been approved to start in 2023. 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 2022 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, Naidoc competition & Public Speaking competitions. There were some resounding results and great outcomes for many students in each of these categories.

### **Excursions**

During 2022, 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 2022: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
161	178	32	339

\* 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 85.91%. 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
87.04	86.44	86.50	86.15	87.12	86.79	81.33

## 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	39
Number of full time teaching staff	16
Number of part time teaching staff	10
Number of non-teaching staff	13

### 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

Many meetings during 2022 continued to take place on-line in the form of ZOOM or Microsoft Teams Meetings.

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

- Learning Support-Differentiating the Curriculum
- CoGAT training
- 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
- K-2 Initial Lit training
- K-2 English/Mathematics Syllabus training
- MN Response training (Critical Incidences/Injury Reporting/Hazard Reporting)

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 aMeN CaMiNo spiritual retreat reconnection day
- RE Assembly days
- Assembly days for Assistant Principal and Primary Coordinators
- Assembly days for Principal
- PM Days
- LLC Learning Fair/Expo 2 days

Professional Development Meetings each week (60minutes)

- 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

- Case Management Meetings
- Programming COSI style Meetings
- PLCs and PLTs-programming, assessment & reporting focuses.
- NAPLAN analysis & unpacking
- PAT testing analysis meeting
- CoGAT analysis

#### Qualifications Up-Grade

- Some Staff completed the RE Diocesan Inservices for Accreditation
- All Staff up-graded their Anaphylaxis and some their Asthma training
- 2 Staff Masters studying 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)

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 aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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 2022, 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 2022 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 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.

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

The Learning Framework provides a context for the development of learning and its key components, informed by research, are 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

As a Catholic school, our students 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 2022 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 programs continued to be extremely successful during 2022.
- 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 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 2022 with resounding success.
- We partnered with the Samaritans again this year to implement their Start Strong Program with a series of Playgroup sessions that were very successful in building connections with our local community. Teachers were given a great insight into their students for 2023 as a result of this program.
- 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 2022 and was very successful. It will continue into Year 1 in 2023.
- At St Patrick's, our focus is 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 2022 we will employ a GEM teacher to assist and facilitate 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.
- Teachers here at St Patrick's have had opportunities for professional learning about the needs and characteristics of gifted learners as well as differentiating teaching and learning programs. Professional learning is a continual commitment of teachers here at St Patrick's Cessnock.



## 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	51%	52%	9%	12%
	Reading	60%	54%	9%	11%
	Writing	64%	50%	0%	7%
	Spelling	46%	48%	11%	15%
	Numeracy	35%	34%	16%	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	25%	31%	19%	14%
	Reading	44%	39%	17%	11%
	Writing	24%	25%	14%	18%
	Spelling	27%	37%	13%	14%
	Numeracy	17%	25%	19%	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

Thankfully during 2022 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 2022 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 implemented a few initiatives in 2022 (Rock & Water, 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 2022 to help students who were showing signs of anxiety due to the disruptions of COVID.

Our Pastoral Team also partnered with the Samaritans to reach out to many families who were still struggling from the effects of the 2020/2021 lockdown periods.

We established an 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 Culture and Mission
- Learning

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

### Key Improvements Achieved

During 2022 there were a lot of areas of Improvement undertaken across the school environment.

- The completion of the installation of Interactive TVs across K-6 was completed early in 2022 as well as the continuation of the BYOD program across Stage 3. These 2 measures have really allowed for some very contemporary & innovative teaching practices to take place.
- The establishment of another Outdoor Learning Space was achieved and meets a great need in the school. It is used often for intervention groups.
- 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.
- Continuing to implement the Leading Learning Collaborative was a key focus and continued in 2022 with great success.
- 2022 saw the refinement and 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 student's results.
- The introduction of a GEM teacher and the implementation of the CoGAT testing across K-6 has given us some wonderful data to use to help our students.
- Building Teacher capacity through the continued assistance and guidance from the Mathematical and English 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 progress.

## Priority Key Improvements for Next Year

The main areas of focus for 2023 will be to:

- Increase student results in the area of Mathematics.
- 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.
- Build capacity in teachers to teach Numeracy concepts confidently & competently.
- Continue to implement aspects of the Leading Learning Collaborative (LLC) This Framework builds a positive culture of learning that is immersed in solid academic rigour and a belief that all students can be successful.
- Refine Case Management Meetings from LLC
- 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.
- 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

---

## 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 2022 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 2022.

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. Our Tell Them From Me Survey data was extremely positive and highlighted a lot of the good things happening at St Patricks.

Continuing to update facilities was one area that was noted in the survey.

### Student satisfaction

The Tell Them From Me Survey data from the students was very positive. The students reflected on their year and commented accordingly. The survey data showed that 100% of the students felt that they were treated fairly and 85% felt that they were always included at school.

It was comforting to know that overwhelmingly the students felt safe and supported at St Patrick's. The students all commented that they liked their teachers because they are kind and caring.

Some students commented that they were happy that a lot of the fun things like sport, gala days, excursions etc were able to happen in 2022.

Overall though, the student data was very affirming and positive. Students did comment that they were not happy doing homework and this scored low on the TTFM survey.

### Teacher satisfaction

The TTFM survey data showed that teachers were very happy teaching at St Patrick's. They love the positive culture and the camaraderie that exists. The workplace is great but the role of teaching is difficult.

The main dissatisfaction from the Staff is that they do feel the stresses of being over worked with a lot of expectations through, meetings, accreditation benchmarks, programming, assessing and reporting.

Meeting the individual needs of their students and differentiating the curriculum can also caused Staff anxiety. It is time consuming and takes a lot of individual preparation time.

Staff are still trying to effectively manage their students' anxiety levels as a result of the extended COVID Lockdown periods. Teachers have had to ask for support from the Learning Support Team, School Psychologist & the Pastoral Care Worker in order to meet the wellbeing needs of their students.

Much of this stress can affect the overall emotional wellbeing of the Staff. This is a precarious issue to navigate as a Principal.



---

## 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:

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,726,710
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,089,359
Fees and Private Income <sup>4</sup>	\$555,555
Interest Subsidy Grants	\$8,810
Other Capital Income <sup>5</sup>	\$255,319
<b>Total Income</b>	<b>\$5,635,753</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$2,209
Salaries and Related Expenses <sup>7</sup>	\$4,032,551
Non-Salary Expenses <sup>8</sup>	\$1,245,414
<b>Total Expenditure</b>	<b>\$5,280,174</b>

### 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