

# 2020

## 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>

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## About this report

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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 School 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.

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## Message from key groups in our community

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### Principal's Message

Well! What a year 2020 has been. It certainly has been a rollercoaster ride not just here on the school front but in life in general. Our Annual School Report reflects back over the year to capture the highlights.

During Week 8 of Term 1 we were sent into full lock-down mode and the school switched predominately to home-learning. The Staff had to quickly rally and up-skill their computer knowledge and skills extremely quickly. The Learning Support Team went into over-drive running off various booklets and home-learning packages to be distributed to many of our families.

Parent access to the school became restricted and whilst the majority of students did their learning from home, many students of 'Front-Line' workers still came to school to be taught

The hardest part for the students once full time school resumed in Week 6 Term 2 was the cancellation of many sporting and cultural events including camps and excursions. Furthermore, all assemblies and liturgies were also not able to continue.

On reflection, the Year 2020 was a year where all aspects of the school environment was re-imaged, re-imagined and re-defined. The flexibility and resilience of the Staff, students, Parents & Carers shown during the 'Pandemic' was amazing. We all worked together as a truly Christian community to pull together to weather the COVID-19 storm that literally brought the world to its knees.

### Parent Body Message

2020 started off with our AGM held in February where our existing treasurer stepped down with another parent stepping up to take on the role. From there our accounts were sent for auditing in keeping with the regulations with P&F. No anomalies were found.

The P&F had wonderful ideas planned for 2020 including our annual Mother's Day and Father's Day stalls as well as a Colour Run. However, due to COVID-19 none of these events were able to take place. We also had to suspend our monthly P&F meeting in keeping with the health guidelines set out by the Department of Health.

Our other major development for 2020 was the restructuring of our school canteen. The difficult decision was made to no longer have a paid canteen supervisor and have the canteen be run purely by volunteers as it was no longer financially viable to employ someone

in that role. This sadly meant that we had to farewell our long standing canteen supervisor. The school, plus our wonderful volunteers have been able to make our canteen profitable and an asset to our school. We have so far been able to keep the canteen open five days a week to provide a great service to the school community.

We look forward to 2021 in the hopes that our monthly meetings can resume and our fundraising efforts can get underway

### **Student Body Message**

The School Student Leadership Team was quite limited in its workload during 2020. Many of the usual events put on by the Student Leadership Team were cancelled. The Leadership Team however, was still responsible for much of the general running of the school; including making sure the flags were up each day, sporting equipment was put out and collected daily, canteen monitors were in place when needed, IT support given in the Library a couple of days a week, as well as the effective organisation of school assemblies when they were permitted.

The school 'Buddy System' still went ahead successfully with the Student Leadership Team helping with the smooth transition to 'BIG' school by our new little Kindergarten children. The Leadership team were excellent role-models and liaised quite closely with the Executive and Kindergarten teachers in effectively implementing the program in 2020. Some very close bonds were made between the Year 6 students and their Kindergarten buddies. This was very evident on the last day when they were trying to say their last goodbyes. It was safe to say that there were a lot of tears and hugs.

The Student Leadership Team ran some low key 'Anti-Bullying' campaigns during 2020 with many posters going up around the school denouncing any form of bullying. It was very successful.

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## School Features

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St. Patrick's Cessnock caters for children Kindergarten to Year 6. Currently we have a double stream structure which sees 2 classes per grade level throughout the school.

### **Our Parish**

We belong to the St. Joseph's Church Parish, Cessnock. Our Parish Priest is Father James Lunn. As our Parish Church is geographically located a few kilometres from our school site. We participate in Liturgy, Prayer and Mass both onsite here at St. Patrick's as well as at our Parish Church – St. Joseph's.

### **Location of our School**

St. Patrick's Primary School Cessnock is located in the lower Hunter Valley in NSW. Neighbouring towns are Kurri Kurri, Branxton and Lochinvar. St. Patrick's is located on a very busy main arterial road that runs through the heart of Cessnock, so traffic and safety regarding pedestrian crossing is a concern.

St. Patrick's Primary School is part of the All Saints Cluster Region comprising of 4 High Schools, 10 Primary Schools and 1 Infants School. Our closest Catholic School in our Diocese is Holy Spirit Infant's School Abermain and Holy Spirit Primary School Kurri Kurri.

Geographically we are a 50 minute drive from the nearest major city which is Newcastle where our head office, the Catholic Schools Office of the Maitland/Newcastle Diocese is located.

The nearest Catholic High School is 30 minutes away at Lochinvar, so our students need to commute by bus each day.

### **History of the school**

In response to the 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 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 Mt. St. Joseph's School on Bridge's 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. The 1970's saw the completion of a brand new brick school which is still the complex that we reside in today. The school has undertaken two major building

projects over the last 10 years to expand and renew the facilities. We thank the Sisters of St. Joseph who are the pioneers of our school. We are continually up-grading!

### **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.

Sadly in 2020, our students were not given as many opportunities to participate in activities and competitions to further enhance their academic knowledge or their cultural endeavours. Some students did however, enter the ICAS tests that were run through the University of Newcastle. All other external tests and activities were cancelled due to COVID-19.

### **Excursions**

By Term 4 our students were able to attend their local day excursions to various venues around the Newcastle and Cessnock area. Unfortunately for our Stage 3 students their annual camp was cancelled.

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## Student Profile

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### 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 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
161	172	28	333

\* 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 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 2020 was 91.87%. 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
93.03	91.86	93.03	93.31	89.32	92.52	90.03

## 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.



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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	40
Number of full time teaching staff	13
Number of part time teaching staff	15
Number of non-teaching staff	12

### 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 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

During 2020 nearly all Professional Development courses were cancelled or postponed. Some workshops and inservices went ahead via ZOOM or Microsoft Teams.

Our whole Staff Aboriginal Spiritual Reflection Day facilitated by CSO personnel went ahead in Term 4 so that we could keep up our FEA accreditation going.

The following Inservices were attended via ZOOM by Staff:

- New Mentor Program for Early Career Teachers
- K-2 InitialLit Training facilitated by Macquarie University
- Successful Foundations Days and collaborative partnerships with other Pilot Schools
- Child Protection Training
- Early Learning and Successful Foundations Day - facilitated by CSO
- NCCD – Update and revision of requirements of NCCD
- BYOD Training – Marc Hattam and IT Services CSO

The Executive Team also supplemented these courses with the following:

- Regional Executive Meetings each term with our Cluster Schools
- Clarity work with Dr Lyn Sharratt
- Governance Training

Professional Development Meetings were also held each Wednesday afternoon on a variety of topics. These included:

- Induction of Staff by CSO personnel
- Reporting Concerns/Code of Conduct/Compliance Check
- Inservicing on the Lyn Sharratt 14 Parameters
- Inservicing on PLCs/PLTs followed by the implementation process
- Inservicing on Case Management Meetings and implementation
- Anti-Bullying briefing presented by Principal & Executive
- Programming, Assessing & Reporting conducted by Principal & Executive
- Managing difficult behaviour presented by Psychologists
- Learning Support Issues Facilitated by school LST Team

Qualification up-grades:

- Many Staff had to complete on-line the Diocesan RE Inservice on Faith, Witness, Story.
- All Staff up-graded their Anaphylaxis & Asthma qualifications on-line during lock-down.
- Lastly, we have one Staff member studying their Masters in Theology.

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## Catholic Identity and Mission

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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 very evident in the Catholic Identity of St Patrick's School and the Parish today. Sadly we no longer have any Sisters of St Joseph's affiliated with the school but their legacy lives on.

Our Sacred Reflection Garden named "The Prayerful Place" was erected in memory of all the Sisters of St Joseph's who had in some way contributed to the Catholic Identity of St Patrick's over the years. A special plaque was also erected in honour of the late Sr. Mary de Porres who contributed so much to our school. Our Catholic Identity is visually evident in the artworks, crucifixes and sacred spaces set up in the classrooms. More importantly it is evident in the treatment of each person with respect to their uniqueness and the gifts they share.

### **Family and Parish Evangelisation**

It is always difficult trying to blend parish and school communities together, especially when many of our parents and students are not actively part of the Parish of St. Joseph's at Cessnock. The school and parish communities continued to build connections and worked together harmoniously for the betterment of the school and parish. There were joint fundraising ventures organised aimed at helping the less fortunate in our community.

Parishioners were invited to all school events and liturgical celebrations on a regular basis via the Parish Bulletin, School Newsletter and on the School's intranet and website.

A highlight this year was hosting our Commencement Liturgy in Catholic School's Week. This was a wonderful occasion as we had many of our school and parish families present. There was a lovely feel of connectedness between the school and parish communities.

The local Staff provided a link between St Joseph's Parish and the school through their involvement in the Sacramental Team, Children's Liturgy and representation in various ministries.

Throughout the year staff and students attended some Diocesan Masses such as: Commissioning, Chrism and Catholic Schools' Week Masses.

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## Curriculum, Learning and Teaching

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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 Catholic Schools' Office Learning Framework is 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 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, group interaction 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 students during 2020 were part of our BYOD program (bring your own device) All programmed units of work and most lessons incorporate the use of SMART boards, computers and relevant interactive programs.

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:

- Helping all students reach their full potential, academically, socially and emotionally  
Identifying individual strengths and needs.
- Providing appropriate interventions where necessary. In fact our MiniLit / MacqLit programs in 2020 were extremely successful.
- Fostering the growth of student confidence and independence in learning.
- Working collaboratively with parents and other specialists 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.
- 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 2020 and was very successful. It will continue into Year 1 in 2021.
- 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.
- Year 6 students sit the Cognitive Abilities Test (CogAT). CogAT is a group-administered K–12 assessment intended to estimate 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.
- 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.

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## Student Performance in Tests and Examinations

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The National Assessment Program Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2020.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [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 at this link.



## 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 at this link.

## Initiatives promoting respect and responsibility

Whilst 2020 saw a huge restructuring to the way in which we went about our Pastoral & Social Justice initiatives we still were able to implement a few of them. We were proud of our Annual Christmas Grocery Drive which was run in conjunction with our local Parish. It was hugely successful. Overall, at St Patrick's Primary, we continued in 2020 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.

We "never see a need without doing something about it".

We promote the Making Jesus Real Program at St. Patrick's. It is a program designed to foster a relationship with Jesus that is real to the students and relevant to their daily lives. MJR is centred around the belief that we are the image of Jesus to all people around us. We promote the core values of compassion, forgiveness, justice and kindness.

St. Patrick's students also promote 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.

Our Pastoral Care Worker has taken on many initiatives in 2020 to help the students in the school who have had significant social or behavioural issues. Guest speakers were accessed

via ZOOM during 2020 to help the students who were struggling and required extra Pastoral Care.

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## School Improvement

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The School implements the systems 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 Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

The School Improvement Plan and Annual Achievement Plans were implemented during 2020 however, due to COVID-19 many of the activities, events and professional development associated with the plans were not successfully implemented or completed and will continue into the 2020 cycle of improvement.

Some plans that were started and implemented included;

- Enhanced Aboriginal Education across K-6
- Improvement in student writing skills as a result of the implementation of 'Bump It Up Walls'
- Improvement in the area of Numeracy due to the implementation of 'Number Talks'
- Implementation of school policy on Early Learning based on CSO policy which emphasises links with philosophy, play, environment and space linked with pedagogy. Collaboration of all teachers to continue commitment and focus on development of essential knowledge and skills required to improve learning.
- Use and refinement of PLCs to improve the effectiveness of learning programs and pedagogy.
- Introduction & implementation of Case Management Meetings.  
Providing support and structures to facilitate whole school approaches to pastoral care, behaviour support and student well-being.  
Providing support structures that support Staff well-being and mental health.

## Priority Key Improvements for Next Year

The Annual School Improvement Plan for 2021 includes the following key improvements;

- Up-grade of classrooms with contemporary furniture and modernisation of the classroom environment to enhance learning and academic productivity.
- Aboriginal Education - continued from 2020
- ICT Skills - upgrade of Technology Resources and targeted upskilling of ICT for staff.
- Continuation of the BYOD program across all of Stage 3.
- Refining Collaborative Teaching and Learning Practices - through the work of Lyn Sharrat and in conjunction with the CSO.
- Refinement and consolidation of Case Management Meetings
- Building Teacher Capacity through the continued assistance and guidance of an English Pedagogical Mentor
- Maths Pedagogical Mentor to work collaboratively with classroom teachers assisting with data analysis, teaching practices and learning strategies.

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## Community Satisfaction

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The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving 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. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Our enrolment figures did decline slightly during 2020 but this was mainly due to families moving out of the area due to work commitments. In our demographic our population can be quite transient due to lack of employment opportunities and the goal.

The feedback via various parents however, was of a very positive nature. The school undertook an External Review during 2020 and the community was surveyed. The survey results were excellent.

Sadly in 2020 there were no community events held to build community spirit. However, the feedback via emails, ZOOM and phone calls during the pandemic was of a very positive and affirming nature. The parent community seemed very grateful for all the assistance offered by the school and individual Staff members during COVID and there after.

Many parents, friends, Staff & students continue to comment on how lovely the grounds of the school continue to be. It is a high priority at St Patrick's to continue the beautification program as well as continually maintaining the existing grounds to a high standard.

St Pat's Got Talent Event was a huge success again in 2020. This happened in Term 4 and was one of the very few activities that went ahead. It was run by our Year 6 students and our Creative Arts Co-ordinators. Many students participated with a positive response from parents, students and Staff.

Parents were also very happy that our End of Year Award's Ceremony and Year 6 Farewell Liturgy and gathering still went ahead. With a very strict COVID-10 Plan in place both events were highly successful.

### Student satisfaction

Sadly for the students many activities throughout the year were cancelled, especially a lot of sporting activities. Thankfully, though, by Term 4 we were able to sneak in our Minnie Vinnies Fundraising Day which was again a big success for the school. All students participated in the games and activities with a lot of enthusiasm and enjoyment. We raised a lot of must

needed money for the less fortunate in our communities. The students were also able to have their Water Fun Days in the last week of school. This was as always a huge success with great enjoyment had by all students K-6.

The Annual School Swimming Carnival was also able to be held in Term 4 2020, however, this carnival due to COVID-19 was only for our competitive swimmers not for the whole school like in past years. This was a little disappointing for a few students who normally enjoy our day at the local Baths.

Lastly, our students were extremely happy that we were able to organise a wonderful School Excursion for each grade. So overall, I feel the student satisfaction was quite high by the end of 2020!

### Teacher satisfaction

Once again Staff turn over from 2019 to 2020 was very minimal. This I feel was a direct result of the Staff satisfaction at St Patrick's. As always the staff came to together on many occasions to support one another during difficult times and also to celebrate with each other during all the happy occasions.

The demands of teaching was at times quite challenging during 2020 and the Staff had to deal with some very difficult situations across a range of areas but also having to guide students and families

through some very stressful and sensitive issues during the COVID-19 pandemic crisis was quite an ordeal. The Staff had to up-skill very quickly in the area of ICLT and go into a framework of 'Home-Learning' at a lightning pace which was quite unbelievable and caused anxiety for some Staff members. The Learning Support Staff were such an asset during the 'Home-Learning' phase and were constantly offering support wherever it was needed. The Staff like all teachers adapted very quickly and embraced the change with minimal fuss.

As a Staff we were sad at times during 2020 when we would hear of Staff members or school families losing loved ones.

There were also some exciting times for the staff during 2020. This involved a couple of beautiful babies being born to remind us all of the cycle of life. Also weddings and engagements took place to remind us that life is predominately good! It was great to share these wonderful celebrations with each other and the students.

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## Financial Statement

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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 2020 year is detailed below:

<b>Recurrent and Capital Income 2020</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,391,506
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$998,949
Fees and Private Income <sup>4</sup>	\$520,886
Interest Subsidy Grants	\$8,888
Other Capital Income <sup>5</sup>	\$203,376
<b>Total Income</b>	<b>\$5,123,605</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$2,082
Salaries and Related Expenses <sup>7</sup>	\$3,702,736
Non-Salary Expenses <sup>8</sup>	\$1,019,682
<b>Total Expenditure</b>	<b>\$4,724,500</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 2020 REPORT