

2020

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>



www.mn.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 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.

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 2020, Last year was a year like no other. We here at St Patrick's continued to celebrate many rich and varied academic, sporting, cultural and spiritual achievements of our students, even though we were all impacted by COVID-19. The school continues to build strong, positive relationships with the Wallsend - Shortland Parish and our parent 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 school disco and operating the canteen. It was fantastic to see our canteen reopen after the impacts of Covid-19 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 exams and Newcastle Permanent Mathematics Test. Throughout the year ALL our students chased many learning 'PB's' (personal best) across many curriculum areas. The school continued to receive additional government support through the State Literacy and Numeracy Action Plan, including the allocation of a Leading Teacher to help improve student outcomes in literacy and numeracy. One of our greatest achievements besides moving to some online learning during COVID-19 our school's 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 have never been better, with such rich discussions regarding all our students at St Patrick's. We are very proud of our students' successes both in and out of the classroom during 2020. Copies of this report are available from the school office or from the Catholic Schools Office website.

Danny Ariel

Principal

Parent Body Message

At St Patrick's there are many ways which parents can engage in school life. There are different volunteer roles (COVID permitting), the canteen, special events, school excursions, sporting carnivals, parent reading groups, parent teacher interviews and the P&F.

Communication at the school 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 important alerts and newsletters etc. Face to face meetings are arranged when requested or required and phone calls to parents / caregivers are also made on occasions. The school's Facebook page is also used for parent communication.

The P&F offer an opportunity for families to be consulted in regards to decisions made involving the school and their children's education and give feedback on current processes. It offers an avenue for all families to give feedback, advocate for the school and their children as well as be involved in school life via sub committees or the canteen.

The families at St Pat's are encouraged and able to support the school through various fundraising activities that are organised throughout the year. These are exciting events that are much anticipated by the children, especially the Mother's and Father's Day stalls and our St Patrick's day celebrations.

Student Body Message

We are safe, we are respectful, we are learners.....as all good schools should be! Here at St. Patrick's, Wallsend, all students are encouraged to learn and be the best we can be.

Our mission is to help people in need and to try our best in making sure the less fortunate can live a healthy and full life. We do this by participating in things like Project Compassion, Soktober, St. Patrick's Day and out of uniform days.

Our teachers make sure that we are always learning something new. They also make sure that they teach us to our level of understanding. All teachers do a pre-assessment for Maths to determine where we all are in our learning. Depending on how we went, the teachers focus on what we need to know and how to improve rather than on things we already know. We do this so we can achieve new PB's and be the best learners.

We have signs all over the school to remind everyone how we play safely and treat each other. All children respect each other and are encouraged to follow in Jesus' footsteps.

School Features

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

St Patrick's is a Catholic systemic Primary School in the Diocese of Maitland Newcastle with an enrolment of 309 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 Elernmore Vale.

In 2020 St Patrick's grew from twelve to thirteen classes, double stream classes from Kindergarten to Year 4 and three classes in Stage 3. At the beginning of 2020 the old library was converted to a double Kindergarten contemporary learning space. A permanent library was erected from two demountables that were brought onto the site and refurbished into a fully functioning permanent library.

I would like to thank our P &F who continued to function and adapt to Covid-19 conditions by holding meetings via zoom. A small group of committed members continued to support our students and we look forward to this continued relationship in less restrictive circumstances in 2021.

Students from St Patrick's feed into St Clemente High School (Years7-10) or St Pius X Adamstown (Years 7-10) and Francis Xavier College, Hamilton (Years 11 and 12). Both St Clemente and St Pius X HS provide a transition program for our students and opportunities for transition visits and learning opportunities at the feeder schools.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
148	152	99	300

* 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 92.18%. 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
93.12	91.76	93.13	91.91	93.29	91.13	90.91

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 2020:

Total number of staff	34
Number of full time teaching staff	15
Number of part time teaching staff	10
Number of non-teaching staff	9

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

As a school focussed on professional learning, data gathering and collaboration, teachers began the year knowing their 2020 cohort very well. Prior to commencing this year, learning transition meetings were held for teachers to pass all their data (academic, social, medical, family background etc.) to the following year's teacher. This is an invaluable opportunity for teachers beginning the new school year and for teachers who are new to our school.

Likewise, our Kindergarten teachers began the year with individual Best Start interviews. Not only did this provide the opportunity to begin establishing strong and respectful relationships, but also to ascertain their academic abilities in order to inform their teaching and learning programs ensuring differentiation within lessons.

Due to COVID19, the International Teaching and Learning Conference in Melbourne was cancelled, as were many other planned Professional Learning courses. Prior to restrictions coming in, two members of staff attended the Growth Coaching PL. Also, all executive staff members attended their first session with Lyn Sharratt regarding the Diocesan Initiative of 'Leading, Learning, Collaboratively'. These learnings were further developed and consolidated during term 4 via Zoom, culminating into a presentation of our schools 'Clarity' journey to date. The executive team unpacked 'Clarity' through regular planned PL at staff meetings.

Kindergarten, Year 1 and Year 2 continue to track their students using the Literacy and Numeracy Progressions. Teachers have attended staff meetings and professional development opportunities facilitated by the school leadership team to further understand and apply the Progressions.

To consolidate our work to improve Writing across the Infants classes, the leading teacher and Kindergarten team attending a 2-day online course facilitated by Noela McKenzie. To deepen our understanding of the teaching and learning of Spelling, all staff members attending the 'Sound Waves' professional learning facilitated by Dianne Sutherland. All staff agreed to trial the 'Sound Waves' resources for the remainder of the year in order to create a whole school, systematic approach to Spelling.

Jane Scahill from the Catholic Schools office continued to provide assistance and support, both online and face-to-face, around Teacher Accreditation.

A whole school staff development day was held in Term 4, focussing on Pedagogy in Religious Education, and updated our Mathematics Scope and Sequence using the 'Clusters'. There were also several Staff Professional Learning Sessions delivered around number talks, rich tasks and engaging mathematics tasks. Scheduled PL time and guidance were provided to assisting planning and data analysis with a focus on the Mathematics Scope and Sequence integrating units/concepts over a 2–3-week period.

Year 5 and 6 continue to be very engaged in using their 1:1 device for their learning. Meetings are held late in the year for the current Year 4 to prepare for using their own computers the following year. This is supported by our parent body. This has resulted in increase in student engagement ion learning which has resulted in improved learning outcomes for all students.

We continue to watch over the well-being of staff. This is an important aspect of school life in what can be a very demanding career and during our unprecedented year. Professional development opportunities are offered to assist/remind staff to look after themselves so that they can best look after their students.

Due to COVID19, the Curriculum focus days were cancelled in 2020.

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 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 school has a history built on the traditions of the school's founders, the Sisters of Mercy. Our patron saint, St Patrick, taught about the Blessed Trinity and spread the word and love of Jesus and Mary all over the world. We celebrate our Catholic identity in various ways – daily prayer and Religion lessons and regularly with the whole school through liturgy and celebration of the Eucharist. Our educational perspective is based on a strong foundation of Catholic faith traditions and spirituality. Christian values and attitudes underpin our relationships, policies and procedures, especially those included in our school vision and mission statement, 'Respect, Compassion and Service to Others,' and school motto, 'Faith, Knowledge and Service.'

Liturgies and Masses are very much part of school life and are celebrated throughout the year with members of the school and Parish community. At the start of the year, classes participated with our families and the Parish community in special occasions such as our Opening School Mass and Ash Wednesday, St. Patrick's Day Mass and Stations of the Cross during Lent. After the onset of COVID-19, these experiences looked very different. However, our school community was very much invited to participate online via Zoom and, later in the year, with Live Streaming. These events included Holy Week, Laudato Si' Week, Mother's Day, Father's Day, Kindergarten Transition, Year 6 Graduation and our End of Year Mass. Students commemorated special events such as ANZAC Day, the Assumption, Remembrance Day and Advent in class and whole-school assemblies in a COVID-safe format.

In 2020, Mini Vinnies focused their efforts on raising awareness of global social justice issues such as organising activities for the month-long Season of Creation and Laudato Si' (care for our common home). Though limited by COVID restrictions, we were able to support diocesan initiatives such as Project Compassion (Caritas Australia) and Socktober (Mission Australia), reaching out to those in need across our global communities. St Patrick's student leaders and principal represented the school at the Diocesan Catholic Schools Week Mass and Project Compassion Launch. Staff attended the Diocesan Called to Serve Mass and our Religious Education Coordinator attended a special RE Congress in America just before the onset of COVID-19.

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith development programs. In 2020 spiritual programs included a Staff Spirituality Day on Finding Joy and Choosing Joy, as well as a refresh on Religious Education programming. In spite of COVID-19, some staff members were able to participate in Retreats and Formation experiences via Zoom. Year 5 students participated in a Leadership Day run by our Stage 3 teachers. All staff were assessed according to the Diocesan Faith Education Accreditation policy. A number of staff are also currently studying for their Graduate Certificate of Religious Education and/or a Master of Religious Education. Unfortunately, in 2020 our Year 6 students were unable to participate in the diocesan Religious Literacy Test as it was cancelled due to COVID-19.

The school's vision and mission Statement has a focus on Christian values, with particular emphasis on 'the courage to live the Gospel through respect, compassion and service to others.' Students are encouraged to always respect others, be responsible for their own actions and contribute to both the local community and wider society.

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 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

St Patrick's continued 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 further consolidated our whole school belief, commitment and understanding of what a true professional learning community is.

Fortnightly Learning Conversations became embedded common practice, in terms 3 and 4, as an ongoing collaborative process with teacher grade partners, facilitated by an executive member. The Learning Conversations focused on Mathematics due to the new 'cluster' focus scope and sequence. Common formative assessments were used to plan and measure progress. The fortnightly Learning Conversations were centered around collaboration, student outcomes, data and assessment.

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

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

2020 saw an unprecedented challenge for St Patrick's and other schools across the diocese and state, when the Covid-19 pandemic guidelines mandated that students engage in home learning (except the children of essential workers). St Patrick's staff embraced this challenge and adapted to the task of facilitating home learning, to ensure the continuity of learning. The curriculum was delivered via video lessons, online platforms of "See-saw" and "Teams" for Stage 3. Teachers connected with students daily, via zoom to clarify expectations, provide effective feedback and ensure student wellbeing.

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 2020. We continued our annual, in-school Maths Bee 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, Leading Teacher (K-2) and four Learning Support Assistants. Students with additional learning needs have individualised plans targeting learning needs and delivered through small group or one to one intervention. Teachers track data to ensure student growth and progress.

Student Performance in Tests and Examinations

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.

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 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

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

The school's vision and mission Statement has a focus on Christian values, with particular emphasis on 'the courage to live the Gospel through respect, compassion and service to others.' Students are encouraged to always respect others, be responsible for their own actions and contribute to both the local community and wider society.

In 2020 this looked different than in previous years as we could not often meet as a whole-school or Parish community. However, whether it was in Stage groups or online via Zoom and Live Streaming, our students engaged in events such as Project Compassion, Catholic Schools Week Celebrations and St. Patrick's Day fund-raising (pre-COVID), and continued on with post-COVID events such as Laudato Si' Week, Season of Creation and Socktober. Though we endeavoured to minimise fundraising efforts due to COVID-19, we were still able to donate money to Caritas Australia and Mission Australia.

All students at St Patrick's also participated in 'You Can Do It Too' Well Being Program. This was especially important in 2020 from Kindergarten to Year 6, as we focused on lessons about building resilience and persevering in the face of difficulty, especially in this very challenging year.

School Improvement

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 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 Plans and School Improvement Plans and School Improvement Plans are future focused documents and drive the school's direction, 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

All schools across the diocese are on a learning journey agenda, working collaboratively through the lens of Lyn Sharratt's 14 Parameters. In 2020 we unpacked "shared beliefs and understandings", the case management approach and shared responsibility and accountability. We showcased our journey in a presentation at the end of 2020. This work continues to be our ongoing learning agenda into 2021 and beyond.

We developed a whole school data wall that we use to analyse data by putting "faces" on the data during our fortnightly learning conversations.

Teachers (K-2) tracked individual student progress in Quantifying Number, Additive Strategies, Phonological Awareness and Writing on Plan2. This data informed whole class instruction, targeted intervention and differentiation for high achieving students.

An instructional leader worked with teachers (K-2) to impact teaching and learning strategies and build teacher capacity in Literacy and mathematics instruction.

We developed Mathematics sub-strands clusters and developed teacher programs aligning with our Scope and Sequence. Maths units were planned based on formative pre-assessments data analysis during Learning Conversations to inform our differentiated Maths instruction.

The data wall was utilised to analyse PAT assessments in Reading comprehension and Mathematics. We looked at whole school trends and each year did an item analysis to identify areas of need for the class and individual students.

Students had opportunities to participate in a variety of creative areas including “Tournament of the Minds”, Maths and Spelling Bees, Drama Groups, Guitar Club, Choir, Dance Clubs and Coding Clubs.

Stage 3 participated in the Newcastle permanent Maths Competition and students were given the opportunity to participate in ICAS assessments.

Priority Key Improvements for Next Year

A Pedagogical mentor will be working in years 3-6, to impact teaching and learning strategies in our school, working alongside teachers to build teacher capacity in Mathematics and English instruction. The Lead teacher will continue to supporting K-2.

We will be focusing on quality assessment informing instruction as part of our Lyn Sharratt “14 Parameters”. This will be supported through our fortnightly Learning Conversations and Strategically planned Professional Learning. Through Learning Walks and Talks, the executive team will support teachers and students by asking the '5 Questions':

1. What are you learning? Why?

2. How are you going?

3. How do you know?

How can you improve?

Where do you go for help?

Our school will become part of the GEL program and we will be identifying gifted students through the Cogat assessment. Through Professional Learning we will be building teacher capacity to differentiate the curriculum, based on assessment data and catering for individual student learning.

NAPLAN targets will include no students in bands 1 and 2 and 10% improvement into bands 5 and 6 in maths.

Community Satisfaction

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

The 'Partners in Learning' Parent Survey was a questionnaire mandated from the Diocese of Maitland-Newcastle during 2020. It gave parents the opportunity to provide feedback about their perceptions about their children's experiences at home and school, and to what extent parents feel the school supports learning, positive behaviour and a safe and inclusive environment.

From the data provided by 55 parents' responses, St. Patrick's parents feel welcome when they visit the school and that teachers are listening to their concerns. Their child's progress reports are easy to understand and they are well informed about their child's behaviour. Parent involvement in meetings and committees was limited, as with COVID restrictions we were not allowed to have parents on-site unless it was absolutely necessary.

Parents encourage their children to do well at school and understand that teachers have high expectations for their children to succeed. It is believed that the school supports positive behaviour and children are clear about the rules for school behaviour. Children at St. Patrick's feel safe and there is no racist or ethnic tensions at our school.

Student satisfaction

We are safe, we are respectful, we are learners...as all good schools should be! Here at St. Patrick's Wallsend, all students are encouraged to learn and be the best we can be.

Our mission is to help people in need and to try our best in making sure the less fortunate can live a healthy life. We do this by participating in things like Project Compassion, Mini Vinnies and out of uniform days.

Our teachers make sure that we are always learning something new, they also make sure that they teach us at our level of understanding. We do pre-assessments in Maths to determine where we are at in our learning. From this data, the teachers then plan what they are going to teach us and make sure we are all challenged. They do this so we can achieve new PB's and be the best we can be.

We show care and respect for our school, and everyone in it. The new Kindergarten students get a buddie who help them to feel safe and cared for. We all do the 'You Can Do It' program to help us get along, show resilience and be confident citizens.

Teacher satisfaction

The 'Focus on Learning' Teacher Survey was a questionnaire mandated from the Diocese of Maitland-Newcastle during 2020. It gave teachers the opportunity to evaluate the school's effectiveness in achieving high student outcomes and setting personal and professional goals.

Teachers feel the school leaders have helped them established challenging and visible learning goals for students and work to create a safe and orderly school environment. They share lesson plans and learning goals for students also, discuss effective teaching strategies that increase student engagement. Teachers believe they set high expectations for their students and discuss learning goals with their class during lessons.

All teachers use formative assessment tasks to inform their lesson planning and these assessments help them understand where their students needs are. When presenting a new concept, they link it to previously mastered skill and knowledge and set challenging learning goals for ALL students. Teachers work with parents to solve problems and share their students' learning goals with them.

Teachers believe St. Patrick's social justice initiatives have a distinctive Catholic purpose which are underpinned by Catholic Social Teaching. Teachers prioritise the safeguarding of their student's and unanimously agree that our school is highly regarded in the community.

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$3,011,872
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$870,173
Fees and Private Income ⁴	\$529,269
Interest Subsidy Grants	\$12,106
Other Capital Income ⁵	\$203,101
Total Income	\$4,626,521

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$14,921
Salaries and Related Expenses ⁷	\$3,274,376
Non-Salary Expenses ⁸	\$1,004,816
Total Expenditure	\$4,294,113

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