

2021

ANNUAL SCHOOL REPORT

SERVICE | LEADERSHIP | JUSTICE *Together in Christ*



St Patrick's Primary School

Macquarie Street, WALLSEND 2287

Principal: Danny Ariel

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

About this report

St Patrick's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The 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 2021 the year started in a very positive manner after Covid19 impacted us in 2020, however, we were impacted again by Covid19 at the beginning of Term 3.

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 again 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 Mother's Day stall 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 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 again to some online learning during COVID-19 our school's continued participation in the diocesan wide 'Leading Learning Collaborative'. From this research we have continued to refine our 'learning conversations' that have now embedded Lyn Sharratt's 'Case Management Approach' and the implementation of our whole school data wall. Our 'learning conversations' continue to focus on improving the individual learning needs of every student at St Patrick's. These collaborative 'learning conversations' are such rich discussions that now embed our 'knowledgeable others' as an amazing wealth of learning knowledge and support for our teachers and students alike.

We are very proud of our students' successes both in and out of the classroom during 2021. Copies of this report are available from the school office or from the Catholic Schools Office website.

Parent Body Message

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

Communication with parents is frequent and varied. Different apps are used to communicate with families showing videos and photos. These are posted to update families on their child's day. The Compass app keeps families notified with alerts, notifications and newsletters, etc. Face to face meetings are arranged when requested or required and phone calls to parents or caregivers are also made on occasion. The school's Facebook page is also used to communicate information to the greater community.

The P&F offer an opportunity for families to have input into 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 they 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, Socktober, St. Patrick's Day and various 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 as an example 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 303 students from Kindergarten to Year 6. It is located 13km west of the Newcastle CBD and services the town of Wallsend and surrounding communities including Maryland, Fletcher, Rankin Park and Elermore Vale. In 2021 St Patrick's stabilised at thirteen classes, double stream classes from Kindergarten to Year 4 and three classes in Stage 3.

In 2021 St Patrick's was successful in applying and being granted the opportunity to complete a new 'Master Plan' for the school site. Hopefully this will be completed by the middle of 2022 and set out some clear advice and vision for what the future of St Patrick's buildings in particular and play ground may look like.

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 2022.

Students from St Patrick's feed into St Clemente High School (Years 7-10) 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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
150	152	96	302

* 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 2021 was 93.33%. 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
93.70	93.38	93.87	93.54	93.29	93.78	91.72

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 2021:

Total number of staff	35
Number of full time teaching staff	13
Number of part time teaching staff	12
Number of non-teaching staff	10

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

2021 saw a significant shift in professional learning within St Patricks, with a significant amount of teacher professional learning taking place within the classroom, through collaboration with specialist/expert teachers and grade partners. The school capitalised on professional learning from 2020 and the continual implementation of the Leading Learning Collaborative to successfully implement a new approach to teaching Mathematics. This approach is based on teacher outcomes in clusters, highlighting the connections across the curriculum and allowing for richer learning tasks to be completed by the students. This approach really helped as staff developments days didn't occur due to covid19.

The defining professional learning that had the most impact on student outcomes, was learning regarding the Assessment Waterfall. This is a process by which the teacher makes learning visible by clearly outlining learning intentions and co-constructing success criteria with the students. Formative assessment of work samples and specific feedback on these directly connected to the success criteria and individual learning goals for each student is developed.

This professional learning took place within the 10:20:70 model. 10% of the learning came from the executive staff on a professional learning day that took place at the school. A further 20% of the learning was undertaken through co-teacher with the Lead Teacher and Pedagogical Mentor. The remaining learning took place with colleague teachers through collaboration during release time and designated learning conversations. Adopting the 10:20:70 model allowed us to continue this learning throughout the whole year even, even when impacted by Covid restrictions.

The result from professional learning related to the assessment waterfall was seen in the transformation of classroom displays from pretty walls to walls that teach. Classroom walls now have anchor charts, bump it up walls and learning intentions and success criteria to guide learning.

As our school became a Gifted Education Lead School this year, professional learning regarding differentiation for gifted education took place as a blended professional learning experience. Online sessions were delivered by the Diocesan Gifted Education Officer with an accompanying online course. Most staff completed the course throughout Covid lockdown in Semester 2.

In the second half of 2021 when the second wave of Covid took hold and schools were forced onto lockdown again, professional learning was focused on developing rich learning activities that could be delivered via online platforms.

2021 Kindergarten Teachers participated in several professional learning session related to the implementation of the new Diocesan Religion program, which focuses on a pedagogy of encounter. As well as professional learning regarding Successful Foundations, a pedagogy

focused on play-based learning. Both these learning opportunities will be implemented in 2022 at the school.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle 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, as well as whole-school prayer and liturgies throughout the year. 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. As 2021 was another year that was dominated by COVID-safe measures, this affected the way in which we celebrated whole-school liturgical events. For Opening School Liturgy, St. Patrick's Day, Year 6 Rite of Passage and End-of-Year Liturgy, we celebrated with one or two classes in the Hall, Live-Streaming these events to other classrooms and to our wider school community. For other liturgies such as Ash Wednesday, Holy Week Liturgies, Mother's and Father's Day Liturgies, ANZAC Day, All Souls Day and Laudato Si', these were celebrated via Zoom liturgies. Although the medium for celebrating was different, the preparation and meaning at the heart were the same. We are grateful for the technology that allows us to come together, even if it is virtually!

In 2021, 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 the Season of Creation in September, reaching out to those in need across our global communities and teaching our school community what it looks like to care for our environment.

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith development programs. In 2021, some staff were able to participate in spiritual retreats hosted by the diocese online, and we began to prepare as a staff for the new Religious Education curriculum which will be launched in 2022 which is based on the Pedagogy of Encounter. Year 5 students participated in a Leadership Day run by our Year 5 teachers which is based in prayer and spiritual formation, as well as development of leadership skills. 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. In 2021, Year 6 students were able to participate in the pilot of the online version of the diocesan Religious Literacy Test by using an online platform similar to that of NAPLAN.

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 continued in 2021 and further consolidated our whole school belief, commitment and understanding of what a true professional learning community is. Fortnightly Learning Conversations continued to be embedded common practice, as an ongoing collaborative process with teacher grade partners, facilitated by an executive member and often attend with a 'knowledgeable other'. 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.

2021 continued to see an unprecedented challenge for St Patrick's and other schools across the diocese and state, when the Covid-19 pandemic guidelines mandated again that students engage in home learning (except the children of essential workers) in Term 3. 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 2021. We continued our annual, in-school Maths Bee competition.

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

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 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	65%	54%	8%	11%
	Reading	53%	55%	5%	10%
	Writing	58%	53%	5%	7%
	Spelling	58%	50%	10%	13%
	Numeracy	55%	37%	10%	13%
NAPLAN RESULTS 2021		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	31%	35%	13%	14%
	Reading	38%	41%	8%	11%
	Writing	18%	20%	13%	18%
	Spelling	44%	38%	3%	14%
	Numeracy	31%	29%	15%	14%

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 2021.

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 2021 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, Laudato Si' Week, and the Season of Creation. Though we endeavoured to minimise fundraising efforts due to COVID-19, we were still able to donate money to Caritas Australia, as well as food and warm blankets as part of our fundraising efforts.

All students at St Patrick's also participated in 'You Can Do It Too' Well Being Program. This was especially important in 2021 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

All schools across the diocese are on a learning journey agenda, working collaboratively through the lens of Lyn Sharratt's 14 Parameters. In 2021 we continued to unpack "shared beliefs and understandings", shared responsibility and accountability, early and ongoing intervention and the the case management approach. We showcased our journey at our Leading Learning Collaborative online case management meeting in late Term 4.

This work continues to be our ongoing learning agenda into 2022 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.

Our instructional Lead Teacher worked with teachers (K-2) and our Pedagogical Mentor worked with Year 3 to 6 teachers 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 preassessments 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.

In 2021 we also undertook our 3 year self-review undertaken with mentors and key stakeholders from the Catholic Schools Office. Our results with our student learning, staff professional learning and catholic identity data were outstanding and will continue to help our strategic planning and school improvement plan for 2022 and beyond.

Priority Key Improvements for Next Year

In 2022 our Pedagogical mentor will continue work 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. 2022 will be the last year of the State Literacy and Numeracy Plan. Having a Lead Teacher at St Patrick's the last five years has been an amazing resource that has helped out K-2 students and teachers.

We will be focusing on 'quality assessment informing instruction and 'cross-curricular literacy connections' as part of our Diocesan Leading Learning Collaborative with 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 and 'knowledgeable others' will ask students by asking the '5 Questions':

1. What are you learning? Why?
2. How are you going?
3. How do you know?
4. How can you improve?
5. Where do you go for help?

Our school will continue to embed the GEL/Gifted Education program that we started in 2021 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.

In 2022 our Kindergarten students will be a part of the Successful Foundations Early Learning Program. We look forward to our Kindergarten teachers undertaking this amazing professional learning opportunities and embedding play based learning in Kindergarten here at St Patrick's in 2022.

In 2022 we also look forward to our Master Plan being drawn up and finalised. It will be interesting to see what ideas it puts on the table for future school improvements.

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, and the same data capture was carried out in 2021. It provided parents the opportunity to give feedback and express their perceptions about their children's experiences at home and school. Namely, parents expressed the extent to which the school supports learning, positive behaviour and a safe and inclusive environment.

From the data provided by parents' responses, St. Patrick's parents feel welcome when they visit the school. Overwhelmingly, parents reported that they can speak easily to their child's teacher, 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 absolutely necessary.

Parents encourage their children to do well at school and they take an interest in their child's school assignments. Parents 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 are no racist or ethnic tensions at our school.

Student satisfaction

Data gathered from student participation in the 2021 'Tell Them From Me' survey provided insight into students' social, institutional and intellectual engagement. The students at St Patrick's experience a positive sense of belonging and form positive relationships. Students expressed a limited involvement in school sports and clubs, reflective of our then covid-related restrictions.

94% of students surveyed reported that they value educational outcomes, and 92% of students reported that they display positive behaviours at school. 50% of students surveyed reported positive homework behaviours.

Overwhelmingly, the data revealed that St Patrick's students are interested and motivated, put effort into their learning, and believe that they receive quality instruction.

Student responses revealed that St Patrick's, Wallsend, creates positive student/teacher relationships. Students experience a positive learning climate, expectations for success, and feel advocated for in our school.

Teacher satisfaction

Data gathered from teacher participation in the 2021 'Focus on Learning' survey provided 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. As a professional learning community, teachers reported that they work collegially with others to create learning opportunities. Teachers share lesson plans and learning goals with each other, and discuss effective teaching strategies that increase student engagement. Teachers believe they set high expectations for their students, discussing learning goals with their class during lessons.

All teachers use formative assessment tasks to inform their lesson planning and these assessments help identify student needs. When presenting a new concept, teachers link it to previously mastered skills 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 students, and they overwhelmingly 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 2021 year is detailed below:

Recurrent and Capital Income 2021	
Commonwealth Recurrent Grants ¹	\$3,187,789
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$882,579
Fees and Private Income ⁴	\$585,937
Interest Subsidy Grants	\$10,986
Other Capital Income ⁵	\$246,326
Total Income	\$4,913,617

Recurrent and Capital Expenditure 2021	
Capital Expenditure ⁶	\$29,496
Salaries and Related Expenses ⁷	\$3,426,555
Non-Salary Expenses ⁸	\$954,385
Total Expenditure	\$4,410,436

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 2021 REPORT