

# 2021

## 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

For most educators, we were hoping that 2021 would be a much more settled year, abounding with many opportunities for the students that were not afforded to them in 2020, due to the strict COVID-19 conditions.

Unfortunately, however, 2021 educationally, took on a similar format to that of 2020. This included another long stint of Home-Learning, which was quite daunting and exhausting at times, for everyone involved in our school community.

However, this report will show, that as a Christian School Community, we rallied and were still able to think outside the square and provide our students with as many events, activities and learning opportunities as possible, even under the strictest of conditions. Of course, some of these activities and lessons were heavily modified to meet the COVID-19 criteria.

The upside of 2021 was that we proved to be a community that could easily reinvent itself quite quickly and adapt to situations with resilience and confidence..

I would like to take this opportunity to whole heartedly express my sincerest gratitude to our whole St Patrick's School Community, including Staff, students and parents/carers, for the way in which they have supported not just the school but each other during the most difficult of times in 2021.

### Parent Body Message

Again this year, the St Patrick's P&F was severely impacted by another round of COVID-19 which hindered our fundraising capabilities for the year. However, we were able to conduct our Annual Mother's Day Stall and we were also fortunate enough to partner with Cessnock Toyota, who were generous enough to put on a BBQ, to help us celebrate the end of Catholic Schools Week. This proved to be a great fundraiser.

Through the ongoing lunch orders and continued lunch time service throughout the year, the canteen was able to donate a substantial amount of money, to help the school with a myriad of upgrades including recarpetting the Year 1 classrooms as well as installing interactive TVs in the Stage 3 classrooms. These TVs provided the students with innovative and create new technologies which also enabled the teachers to deliver their lessons in a fun and contemporary way.

The P&F also contributed to the upgrade of the Infant's playground which included a newly constructed mud kitchen, dry creekbed, tool bench and a mini car track.

Obviously, none of this would have been possible without the continued support and help of our St Patrick's school community. Thank you to our community!

### Student Body Message

We want to say that it was a privilege to be chosen to serve on the St Patrick's School Leadership Team for 2021. It was, however, a very up and down year due to the COVID-19 virus interrupting school life again. It was a year where nothing actually went to plan.

As a Leadership Team, we were a bit disappointed because there were many lost opportunities regarding activities and events that we would normally have organised and participated in regularly. School assemblies is one that stands out. Some of us did still get to help organise the Athletics and Swimming Carnivals in between the COVID-19 outbreak. There were also a few school Liturgies that we participated in and enjoyed helping to organise.

Fortunately, we were still able to mentor our Kindergarten buddies and be role models for the rest of the school community during the times that we were in the school environment, which was good. As a Leadership Team we did work closely with our Year 6 teachers to create a school Mission and Vision statement that reflected our St Patrick's school values. These are values that are very important to have as a school leader in our school community here at St Patrick's.

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## School Features

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St Patrick's is currently a double streamed school catering for students from Kindergarten to Year 6.

### **Our Parish**

We belong to the St Joseph's Parish, Cessnock. Our Parish Priest is Fr James Lunn. Due to our geographical position, being a 20 minute walk from our school to the Church, many of our liturgies and masses are celebrated here in the school grounds. On occasion the students may venture up to the Church for a Liturgy or Mass.

### **Location of our School**

We are very fortunate that our St Patrick's School is nestled in the foothills of the beautiful lower Hunter Valley in NSW. Neighbouring towns are Abermain, Kurri Kurri, Branxton and Lochinvar. St Patrick's is sadly, located on a very busy main arterial road that runs through the heart of the town, so we do have some traffic issues at the front of our school.

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

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

The nearest Catholic High School is located 30 minutes away at Lochinvar, so our students commute via buses to high school each day.

### **History of the School**

St Patrick's has a long history of being associated with the Josephite traditions. In response to a perceived need of the Catholic Community of Cessnock, the first Catholic School commenced in January 1887 by the sisters of St Joseph. St Patrick's Church at Nulkaba was used for this purpose. A new Church was built in 1893 and the Church-School was fitted with permanent fixtures and the building converted to St Patrick's School. On the 15th July 1906 a hall was moved to the High St. site and furnished as a school. It also served as a temporary Church. It was known as St Joseph's Church-School.

In 1936 a new St Joseph's School on Bridges Hill replaced the old hall. This served as a Primary School and later as a Junior Secondary School for girls. There was also a Catholic School close by at Bellbird from 1937-1958. In 1937, St Patrick's School was relocated from Nulkaba to Wollombi Rd Cessnock. The 1970's saw the completion of a brand new brick

school which is still the complex that we reside at today. The school has undertaken two major building projects over the past 10 years to expand, renew and enhance the facilities.

We are still continually upgrading the school with innovative and contemporary learning spaces. As a School community we thank the Sister's of St Joseph who have been pioneers of our school and are integral to our school charism of "Never see a need without doing something about it"

### **Academic and Cultural Achievements**

At St Patrick's we value the importance of academic success and cultural enhancement. We always try to encourage our students to always try their very best.

Sadly, once again in 2021, our students missed out on a lot of opportunities to participate in activities and competitions that would normally benefit them academically and culturally. Some students were still able to enter the ICAS University tests, and our Stage 3 students were able to sit the Newcastle Permanent Mathematics Competition with some great outcomes.

### **Excursions**

Thankfully by Term 4, our students were allowed to attend school excursions in the local area, including The Hunter Valley Zoo and Oakvale Farm. It was also great news that our Stage 3 students were able to do day trips to the Great Aussie Bush Camp.

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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 2021: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
156	179	28	335

\* 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 92.76%. 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
92.43	92.97	93.20	93.10	93.41	91.32	92.92

## 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 2021:

Total number of staff	40
Number of full time teaching staff	15
Number of part time teaching staff	14
Number of non-teaching staff	11

### 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 2021, many meetings took the form of ZOOM or Microsoft Teams Meetings. Face to face meetings were available essentially in Terms 1 and 4 due to the outbreak of the COVID-19 virus again. As a result many Professional Development courses were cancelled or postponed until 2022.

The only full day inservice that was undertaken in 2021 was our Lyn Sharratt CLARITY day in late May.

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

- BYOD training
- NCCD-update and revision of requirements
- CPR Training
- Early Learning and Successful Foundations training
- Collaborative days for Successful Foundations
- Lyn Sharratt Case Management Meetings for Diocesan Schools
- K-2 Initial Lit training
- MaqLit training
- Fairwork Training
- Effective Teaching
- Effective Writing

### **The Executive Team also supplemented these courses with the following:**

- Regional Executive Meetings
- CLARITY work with Dr Lyn Sharratt
- Governance Training
- Various webinars distributed by the Diocese for training on upgrades that have been implemented to our computer networks
- RE aMeN CaMiNo 5 day spiritual retreat
- RE faith assembly days
- Assembly days for Assistant Principal and Primary Coordinator
- Assembly days for Principal
- PM Days

### **Professional Development Meetings each week (60minutes)**

- Annual inductions and Governance updates
- Inservicing on the 14 Parameters Lyn Sharratt Framework
- Revision of Code of Conduct, Confidentiality, Conflict of Interest, WHS responsibilities
- Agreed Practices re-visited for all areas of the curriculum

- Anti-Bullying briefings and procedures relating to this issue
- Managing difficult behaviours
- Learning Support updates and briefing on new procedures and proformas
- Early Learning Framework
- Inclusive Training
- Case Management Meetings
- Programming COSI style Meetings
- PLCs and PLTs

#### Qualifications Up-Grades

- Some Staff completed the RE Diocesan Inservices for Accreditation
- All Staff up-graded their Anaphylaxis and some their Asthma training
- The Assistant Principal and Religious Education Coordinator both commenced their Masters in Theology
- Another Staff member was studying Psychology

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

Our Sacred Reflection Garden named '**The Prayerful Place**', was erected in the memory of all the sisters of St Joseph's who helped to shape our school and its traditions. The sisters contributed so much over the years to our Catholic identity. Our Catholic identity is visually evident in the artworks, crucifixes, sacred spaces and values-based signage that is around the corridors of the school. We have our **Mission and Vision Statement** proudly placed in our quadrangle area for everyone to see with our values of respect, kindness, compassion, justice and forgiveness displayed directly underneath. Our Mission and Vision statement was based on the **Josephite Charism**. More importantly though, our Catholic identity is visible in the way that we treat each other everyday of our lives not just in the school context but always.

### **Family and Parish Evangelisation**

Whilst again it was a difficult year trying to organise activities and events to build relationships with the Parish and School communities, we did successfully host a wonderful

Palm Sunday Vigil Mass in the school grounds. The School and Church came together in solidarity building positive connections and relationships. Together throughout the year the School and Parish worked together on humanitarian projects with our Winter and Christmas Grocery Appeals which were both resounding successes.

At all times Parishioners from our local Parish are extended a warm welcome to attend any events or Liturgies held at the school. However, these opportunities were quite limited during 2021 due to the COVID crisis. Other forms of communication between the School and Parish are in the form of newsletters, bulletins, school's intranet and website.

One of the main highlights that stands out for 2021 was the Commencement Liturgy in Catholic Schools Week. This was a wonderful occasion as we had many families and parishioners on the school grounds. There was definitely a sense of belonging and connectedness.

Finally, the local Staff of the school continued to provide a solid link between the School and the Parish by being part of the Sacramental Team and by participating in various ministries within the Parish/Church.

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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 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, problemsolving, collaboration and decision-making. We also include both independent and cooperative learning. ICT - Information Communication Technology is at the centre of programming, teaching and learning.

Our Year 5 and 6 students during 2021 were part of our BYOD program (bring your own device) All programmed units of work and most lessons incorporate the use of Interactive TVs, computers and relevant interactive programs.

Providing a meaningful and inclusive learning program, St Patrick's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within its school community so that each person is 'empowered and challenged' to become lifelong learners with optimism and hope for the future.

St Patrick's aims to provide a fully inclusive mainstream learning environment that reflects the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). All students are included in the activities of the school community and given opportunities and responsibilities that recognise their value to the community and provide positive learning and social experiences. Our commitment to the practices of purposeful inclusion reflects the Gospel values of respect, equality and social justice. Within a Christian framework, we provide a learning environment that is supportive and responsive

to individual needs and differences and that recognises and celebrates the individual student's abilities and strengths.

**WE AIM TO DO THIS BY:**

- Identifying individual strengths and needs.
- Individual Goal Setting, Learning Intentions and Success Criteria used in all classrooms
- Providing appropriate interventions where necessary. In fact our MiniLit / MacqLit programs in 2021 were extremely successful.
- Fostering the growth of student confidence and independence in learning.
- Working collaboratively with parents and other specialists/external providers for the benefit of each student.
- St Patrick's is committed to ensuring students transitioning to Kindergarten receive the best possible start to their schooling. Our dedicated Kindergarten teachers and Learning Support Team visit our early learning centres to gain as much information as possible about the students coming into our care. Our transition and orientation programs are family friendly and designed to promote relationships between staff and students. We pride ourselves on providing a multitude of opportunities for new students to feel comfortable in the formal school setting in the year before they start school. In fact, many Play-Groups and Transition days were undertaken in Term 4 2021 with resounding success. We partnered with the Samaritans this year to implement their Start Strong Program with a series of Playgroup sessions that were very successful in building connections with our local community. Teachers were given a great insight into their students for 2022 as a result of this program.
- The Diocesan Early Learning Policy is firmly founded on Six Declarations about the Early Learner in Catholic schools. It is centred on the image of the child and underpins all we do here at St Patrick's. This program continued in 2021 and was very successful. It will continue into Year 1 in 2022.
- At St Patrick's, our focus is on identifying gifted learners and assisting with the process of developing talent by providing specific opportunities for learning, training and practice. We have high expectations for all students, with an increased focus on gifted learners and their needs. In 2022 we will be employing a GEM teacher to assist and facilitate in the Gifted Education area.
- Year 6 students sit the Cognitive Abilities Test (CogAT). CogAT is a group-administered K–12 assessment intended to estimate students' learned reasoning and problemsolving 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.

## 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	62%	54%	8%	11%
	Reading	48%	55%	10%	10%
	Writing	59%	53%	6%	7%
	Spelling	40%	50%	8%	13%
	Numeracy	26%	37%	12%	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	19%	35%	19%	14%
	Reading	33%	41%	21%	11%
	Writing	19%	20%	12%	18%
	Spelling	37%	38%	9%	14%
	Numeracy	12%	29%	30%	14%

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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 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

Once again 2021 saw a huge restructuring to the way in which we went about our Pastoral and Social Justice initiatives. Thankfully, we were still able to implement a few of them. We were proud of our Annual Winter & Christmas Grocery Drives which were run in partnership with our local Parish. Both Appeals were a huge success. Overall, at St Patrick's, we continued in 2021 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 (MJR) 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 the Positive Behaviours Program by being responsible learners through our schoolwide motto using our "Pride Guide" - be respectful, be an active learner and be safe.

A special Anti- Bullying Programme was also taught in each class regularly to address any issues that may arise.

Our Pastoral Care Worker implemented a few initiatives in 2021 to help the students in the school who had displayed significant social or behavioural issues. Guest speakers were accessed also via ZOOM during 2021 to help students who were showing signs of anxiety due to the disruptions of COVID. Our Pastoral Team also partnered with the Samaritans to reach out to many families during the 2021 lockdown period who were struggling on many levels.

We established an Environmental Team who were inserviced with documents such as; Ladauto Si inspiring them to be 'Stewards of Creation'

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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

During 2021 some projects were started but will carry over to 2022 due to the disruptions of the COVID-19 Lockdowns. **Some key improvements that were achieved were:**

- The implementation of the Successful Foundations Early Learning Framework into Year 1 classes. Kindergarten classes continued on their journey of staying true to the links with philosophy, play, environment and spaces linked to effective pedagogies. Many additional resources, play equipment and environmental landscaping took place in 2021 to accommodate and complement this Early Learning Framework.
- The implementation of Aboriginal Perspectives across K-6 with additional resources purchased.
- Continued implementation of many of the 14 Parameters as outlined in the Lyn Sharratt CLARITY Framework.
- Professional development around collaboration techniques and the benefits of such an approach allowed for upskilling of Staff leading to enhanced outcomes for students
- Refinement of PLCs/PLTs to improve effectiveness of teaching & learning programs.
- Consolidation of Case Management Meetings for Staff in order to improve student outcomes.
- Finalisation and launch of our new Mission & Vision Statement across the School and Parish.
- School Wide Assessment Continuum
- Implementation of Agreed Practices across the school

## Priority Key Improvements for Next Year

Many projects that were started in 2021 will be rolled over and continued into 2022. Others will start a new in 2022. **Improvements for next year include:**

- The completion of the installation of Interactive TVs across K-6 will be completed early in 2022 as well as the continuation of the BYOD program across Stage 3.
- The establishment of another Outdoor Learning Space will also be a major focus. This will comprise of a significant Aboriginal mural painted by a local Indigenous Artist. The outdoor learning space will also be used as an Aboriginal Meeting Place in the form of Yarning Circles, as well as a passive play area during breaktimes.
- Curriculum wise a main focus will be the upskilling of Staff in the area of Numeracy. Improving our Mathematical outcomes across K-6 is a major focus in our school Improvement Plan moving forward.
- Continuing to implement the Lyn Sharratt CLARITY Framework will be an ongoing focus.
- Refinement and consolidation of Case Management Meetings is an area for consolidation also.
- Building Teacher capacity through the continued assistance and guidance from the Mathematical and English Pedagogical Mentors and GEM is definitely an area for further development in 2022.
- Faith Formation in our Staff and students will be a main priority in our School Improvement Plan in 2022

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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

Whilst 2021 was a very difficult year and generally tested the resolve of our School Community, the feedback that came to us via emails, phone calls and surveys was overwhelmingly affirming and one of immense gratitude from our Parent Community. Many parents/carers sent messages to the Staff expressing how thankful they were for the attention and help that was given to their children particularly during the COVID-19 Home-Learning lockdown.

Of course, as an educational setting, we acknowledge that at times, we can do things a bit better and our aim is therefore, to strive to continually improve in our engagement and delivery of the curriculum. We have appreciated both the positive affirmation from our Parent Community as well as the constructive feedback that has been offered on occasions. Our Tell Them From Me Survey data was extremely positive and highlighted a lot of the good things happening at St Patricks.

The facade of the school however, was one area that was noted in the survey as being in great need of a refurbishment upgrade. We will certainly take this on board moving forward. The support of the School Community throughout 2021 was amazing and we were eternally grateful for this support.

### Student satisfaction

The Tell Them From Me Survey data from the students was very positive. The students reflected on their year and commented accordingly. The survey data showed that 100% of the students felt that they were treated fairly and 85% felt that they were always included at school. Overwhelmingly, the large majority of students felt safe and supported at St Patrick's.

The students all commented that the school is friendly, safe and has lots of goods things to play with during break times. Many of the students commented that they liked their teachers because they are kind and caring.

Some students commented that there needs to be more sporting opportunities, and sadly, as a result of COVID-19 in 2021, many sporting events and activities were cancelled, which obviously was disappointing for the students and this was reflected in the survey data. Hopefully, moving forward into 2022, we will be able to provide a bevy of sporting opportunities in the form of Gala Days, Sporting Pathways, School based activities and experiences that will suit many of the students across K-6.

Overall though, the student data was very affirming and positive. There was of course feedback that we will take on board for 2022 in areas that we can improve in.

### Teacher satisfaction

2021 was a very difficult year to gauge teacher satisfaction, as it was a very up and down year. The Home-Learning process for many teachers was extremely daunting and exhausting. Some teachers had the ideal setting to implement the Home-Learning procedures, whilst others who had to undertake Home-Learning with their own children plus implement and monitor it with their own class of students, found it very difficult.

Teachers found that they were trying to keep on top of their students' academic progress as well as monitoring and managing their students' emotional and psychological wellbeing as well. This proved very precarious at times and often impacted on the Class Teacher's own emotional wellbeing.

Overall, at St Patrick's we try to help and support each other as much as we can in a positive and collaborative environment. Being there for each other during the highs and lows is part of who we are as a Christian community. We weathered the COVID-19 storm yet again together and have come through as a stronger, more resilient and flexible learning community!

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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 2021 year is detailed below:

<b>Recurrent and Capital Income 2021</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,503,196
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,077,295
Fees and Private Income <sup>4</sup>	\$443,463
Interest Subsidy Grants	\$7,888
Other Capital Income <sup>5</sup>	\$210,217
<b>Total Income</b>	<b>\$5,242,059</b>

<b>Recurrent and Capital Expenditure 2021</b>	
Capital Expenditure <sup>6</sup>	\$35,964
Salaries and Related Expenses <sup>7</sup>	\$3,684,824
Non-Salary Expenses <sup>8</sup>	\$1,051,611
<b>Total Expenditure</b>	<b>\$4,772,399</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 2021 REPORT