

2021 ANNUAL REPORT

St PATRICK'S PARISH SCHOOL
ALBURY



2021 Annual Report (Primary)

About this Report

St Patrick's Parish School, Albury is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St Patrick's Parish School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that **St Patrick's Parish School, Albury** has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to **St Patrick's Parish School** newsletters and other forms of communication. Further information about **St Patrick's Parish School** may be obtained by contacting the school directly or by visiting the school's [website](#).

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Section 1: Message from Key Groups in Our School Community

Message from the Principal:

Whilst the 2021 school year commenced in somewhat regular fashion, it wasn't long before COVID-19 interruptions hit; border closures, various state lockdowns, home learning, the vaccination debate and even a positive case in our school, yet we managed to work in partnership with families and do our best in providing relevant, engaging and meaningful learning opportunities for students.

Whilst there was little opportunity for parental involvement in school life, we were able to celebrate with a family BBQ at the end of April. This was a wonderful opportunity where we could connect as a community.

COVID-19 interruptions did not interfere with the Annual Improvement Plan goals, it just meant that time frames were extended. Work with Dr Lyn Sharrat and the Learning Collaborative gained momentum, data walls continued to develop, case management meetings occurred, identifying where students were at and where they need to go to next, learning walks were introduced allowing staff to speak with students about their learning, learning intentions and success criteria were constructed and visible in classrooms and student goal setting and feedback became part of everyday practise. We look forward to consolidating this work in 2022.

Work in the area of Catholic Identity was ongoing with the composition of new Vision and Mission Statements and the renaming of Houses. The new Vision and Mission Statements were finalised and Houses renamed in order to reflect the history of St Patrick's Primary School. A big thank you must go to the staff, in particular those who volunteered their time to be on the steering committee, as well as those families who gave their input through the Google form that was sent out as part of the process. A graphic artist has been engaged to create a pamphlet and poster with the idea that these will all be ready to go at the launch towards the end of Term 1, 2022.

Throughout the year there were many meetings with the parish and Aspect Riverina in regards to Aspect expanding their learning spaces within the Convent area. This resulted in the parish leasing several rooms on the second and third floors of the Convent as well as the existing OOSH building. Given that so many families rely on the OOSH service, we were required to ask the Aspect Satellite classes, who reside in our Infants building, to relocate in order to house the OOSH service. This will occur at the end of Term 1, 2022 with OOSH to be operational in this new space by July.

During Terms 2 and 3, I was involved in a Principal Appraisal process as part of my on-going professional growth. Input was sought from members of staff, the parish priest, the School Council chair and a sample of parents in the completion of an anonymous online survey. This provided an opportunity to provide feedback to me on how I am performing my duties and responsibilities, and how I can work to develop my leadership more fully. The process was led by Janet Cartwright, an experienced external educator with principal experience (Panel

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Chair) and Danny Malone, my CEDWW System Performance manager. Based on information gathered in the process, they provided a Validation Report to myself outlining strengths, as well as areas for development which was verified by the director at the time, Elizabeth O’Carrigan. I am very thankful to have experienced this process and thank everyone who gave of their time to contribute. Using this feedback, I have been able to set my professional goals for 2022.

Throughout 2021, many things occurred on the staffing front.

In May we welcomed Liz Ball as the new Canteen supervisor and over time she has been making changes towards a healthier menu and we thank her for all her work.

In September, after almost 34 years of service to the school community, Marg Ferry officially retired. Border closures, school closures, lockdowns and restrictions related to COVID-19 influenced Marg’s decision to slightly fast track her retirement date. Over the past 34 years Marg held the position of Administrative Assistant. Apart from her official role description, Marg’s role encompassed far more. Marg was a welcoming face in the front office, a listening ear at the end of the phone, a medical officer in a first aid moment, a comforting hand after a playground dispute, a calm voice in a time of crisis and the person who knew: where to find the relevant power box when a fuse blew, which key was for what, where to find the unusually placed light switches and the history behind plants in our playground..... just to name a few things. Marg’s friendship, professionalism, wealth of knowledge and commitment to our community is greatly missed by us all. I would like to thank Marg for all that she gave to our community. We have been so very blessed and we wish her every happiness as she enjoys her well deserved retirement.

The end of the school year saw several staffing changes and the departure of Father Joel. Margie Moore resigned from her Assistant Principal role and returned full time to the classroom and Jane Fawcett resigned from the REC role and cut back to a part-time teaching position in Reading Recovery. I take this opportunity to thank both Margie and Jane for the role they played on the leadership team here at St Patrick’s, for their commitment, loyalty, leadership and friendship. We welcome Michelle Gittoes to the community in the role of Assistant Principal and Year 3 teacher, and Mercedes Goss to the position of REC. I am excited as we work together as a leadership team. A big thank you to Shay Bush who acted as parent rep during the interview process.

Through a teacher exchange program, Mr Trent Perczyk was given the opportunity to spend 12 months at St Anne’s and we welcome Rebecca Art as his replacement. We farewelled Lauren Murray, Rhys Dempsey and Laura House and I wish them all the best in their future endeavours. Their departures meant that we welcomed Lilly Cant and Jodie Lodge.

I would like to acknowledge Father Joel and the wonderful job he did connecting the school and parish. Father Joel has taken a break from active ministry and I wish him all the best as he embarks on the next chapter of his life’s journey. Father Joel has been an amazing support to myself and to the school community. He is very proud of this community and his passion, inclusive nature and sense of openness has allowed the school to flourish.

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We are very excited to welcome Father Henry Ibe as Joel's replacement and look forward to working in partnership with him.

Although there were challenges due to COVID-19, I wish to take this opportunity to thank all members of the school community: staff, families and the wonderful students. The staff are to be commended on their commitment, work ethic and flexibility to ensure students could, at all times, access the curriculum. Families are to be commended on their support, patience, understanding and flexibility. Finally, the students are to be commended for their resilience and ability to take everything in their stride. Despite the challenges, we were able to work together and do the best we could in a difficult situation. The way we managed says a lot about the members of this community and I am truly grateful for everyone's cooperation.

Finally, I thank all the members of the School Council. I truly appreciate the monthly meetings we held via Zoom and whilst there was little opportunity to organise and be involved in school events, it was an opportunity for us to connect as a community. Thanks for your commitment and being so giving of your time.

I certainly will not try and anticipate what 2022 will hold, rather I will embrace each day as it presents and roll with both the challenges and the successes.

Liz Johnston
Principal

Message from the Parent Body

The Year 2021 was looked at with optimism, however this was not to be the case. We started the year with the AGM on the 3rd of March 2021 full of optimism with the view of having a food truck festival in lieu of a fete, social evenings for classes who didn't receive one in 2020 and more get togethers at school.

Council was presented the school's rewritten Vision and Mission Statement by Jane Fawcett. This process included the renaming of House Patrons, a new School Prayer and school song.

It wasn't all bad news in the beginning and thanks to the wonderful work of Fiona and a crew of volunteers we were able to have a back-to-school BBQ in Term 2 which was a great success.

We welcomed Liz Ball to the canteen, who has been a wonderful addition to this school. A new menu was launched and has been well received, not only by the students but also the staff.... And I won't lie I was treated to a burger whilst on an interview panel and it was bloody beautiful!!

Council money was budgeted for a new audio system in the hall and quotes are still being finalised.

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2021 came in like a wrecking ball. We experienced more Zoom meetings, lockdowns and any plans for a school social calendar were shelved. The kids missed out on camps, discos and sacraments were different to previous years.

If anything, the previous year made our kids and the school community more resilient and closer than before. Thank you to all council members for your hard work throughout the year. Special mention to Kelly for the work you do behind the scenes and to Fiona for the organising you did to get us all together. Thank you, Liz, for your support in this role. It was a privilege working alongside you.

With the new additions to staff and plans for the year ahead, I think St Patrick's future looks brighter than ever.

May your tests be negative, may your Zoom filters be fabulous and may 2022 be one of the best years yet.

Kind regards,
Shayley Bush
Chairperson

Message from the Student Body:

Good Evening Year 6, Teachers and Families,

When we look back on 2021 it would be easy to focus on the negatives but we've decided to focus on what we've gained. Our vocabulary has definitely grown; quarantine, vaccination, isolation, rapid antigen testing. We've even learnt some of the Greek alphabet; alpha, delta, omicron. We are now more confident users of Zoom, Google Classroom and we are ALMOST proficient in handing work in on time. We are more flexible as we adapted to the changes to our confirmation and our Year 6 Production. And finally, we are more appreciative of where we live and that we get to finish the year together.

We have many great memories of our time here at St Patrick's. Just some of them include:

Kinder - Our first day - nerve-wracking, but a big exciting step.

Year 1 - St. Patrick's day!

Year 2 - Our reconciliation.

Year 3 - Our first Eucharist.

Year 4 - The fete.

Year 5 - The Gold Game.

Year 6 - Confirmation, Time Tours and of course, who could forget our Movie Night?

We were lucky enough to help guide our Kinder buddies during this unusual year of school. Although we haven't been able to spend as much time with them as we would have liked, we have still made many special friendships.

Being School Captains has been such a great honour. Throughout our time as school captains, we were privileged to work with our amazing Vice Captains and student

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councillors; Harry, Islyn, Billy, Jess, Jack, Josh, Emily and Lara. We had the opportunity to lead masses and liturgies, whole group gatherings (when we were allowed), to lead visitors around the school on our Open Day and we worked together during home learning to create a message of hope and encouragement for our school community.

On behalf of Year 6, we would like to thank Mrs Johnston and Mrs Fawcett for their support. Mrs Moore, Mrs McKenzie, Mrs Good and Mr Dempsey for their time and energy in helping us along the way. Everyone has played an important role in our education over the years and we are very grateful.

The MOST important people that we need to give a massive thankyou too are our families. Not only have they supported us and helped us grow, they have also home schooled us, helped us stay on task when we didn't want to hop onto that Zoom or finish that Maths task. They've taken us to countless sporting events and after-school activities. Thank you for all the things you have done— even when we haven't seemed thankful. We appreciate it all.

Congratulations to the 2022 School Leaders. We know you will do a great job at leading St Patrick's.

Finally, thank you to Year 6 for your friendship and we wish you all the best in high school.

Thank you and Merry Christmas!

Cheers

Vida and Ben

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Section 2: School Features/ Context

St Patrick's Parish School is a co-educational K–6 primary school located in central Albury. The school, at the time of writing of the report, has an enrolment of 430 students, who come from Albury-Wodonga and surrounding areas.

The school's rich history stems back over 150 years to the Mercy Sisters arriving in Albury to start St Brigid's, the first religious school and then St Joseph's Ladies College as the first Catholic high school in the region. Later, the Christian Brothers commenced education for young men forming Christian Brothers' College (CBC). St Brigid's and CBC combined to become the present day St Patrick's Parish School. St Patrick's took over the buildings vacated by St Joseph's Ladies College when they merged with Aquinas to become Xavier High School and they moved to one campus in Fallon St, North Albury.

St Patrick's retains its strong links to both the Mercy and Christian Brothers traditions. The school's four sporting houses are presently named after three Christian Brothers: Doran, Davitt and Carroll, and Father Slattery who helped in the construction of St Patrick's Church. The school continues to do charitable works, following the traditions that the Mercy Sisters instilled all those years ago.

Today St Patrick's is a modern progressive primary school which ministers in the footsteps of its founders. A contemporary education within the framework of a shared Christian Praxis is provided.

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Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2021:

Girls	Boys	LBOTE*	Indigenous	Total
154	184	12	8	338

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly. [\(Link to CEDWW Webpage\)](#)

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	95%
Year 1	94%
Year 2	94%
Year 3	95%
Year 4	93%
Year 5	93%
Year 6	91%

The average student attendance rate for 2021 was 94%.

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.

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St Patrick's Parish 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 well being 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 the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There are a total of 31 teachers and 10 support staff at St. Patrick's Parish School, Albury. This includes 21 full-time and 10 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	
Conditional/ Provisional	1
Proficient	30

Percentage of staff who are indigenous	3.03%
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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 service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

2021 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum deliveryDifferentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2021, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- In the Learning and Teaching domain there was a strong focus on the work of Lyn Sharratt and the Learning Collaborative. The Maths Focus Teacher worked collaboratively with staff to ensure that Maths data walls were maintained and updated on a regular basis. Support was provided through teachers participating in

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professional learning to further enhance their skills in the delivery of the mathematics curriculum.

- The introduction of the K-2 Literacy Instructional Teacher allowed for the provision of a targeted professional learning, particularly in Writing. PL included unpacking the syllabus, the English block and what this looks like and assessment in writing.
- Whilst most professional learning was restricted to Zoom meetings, most targets from 2021 Annual Improvement Plan were implemented and 2022 will see consolidation of this work.

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Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Patrick's Primary School, Albury follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

St Patrick's Parish School, as the educational arm of the Church in the Parish of St Patrick's, Albury, aspires to realise the new evangelisation of the Church by providing opportunities for the children to experience personal encounters with Jesus and develop an understanding of Jesus' great love for them. We carry on the work of the founding religious orders, The Sisters of Mercy and The Christian Brothers, as missionary disciples.

Liturgical Life of the School

The Opening School Mass was celebrated in Mercy Hall on 12th February, with all staff, students and only the parents of the incoming Student Council in attendance, due to COVID-19 restrictions. The student councillors beautifully portrayed the events of Holy Week in the whole school Holy Week Liturgy. Year 3 students and a limited number of family members celebrated the first Eucharist in St Patrick's Church on Sunday 6th June, the Solemn Feast of the Body and Blood of Christ. Due to COVID-19 restrictions, confirmation was postponed on two occasions. At the celebration of this sacrament on Tuesday 30th November, the Year 6 teachers represented the sponsors and the Mass was live-streamed to enable the parents to view the celebration. Year 2 students received the sacrament of reconciliation in the church on 25th November. Only students and teachers were in attendance due to COVID-19 restrictions.

The school continued to work closely with the parish priest, Fr Joel, and Fr Marco, the assistant priest. Fr Joel was involved in the first Eucharist sacramental information session for parents and students but unfortunately, due to COVID-19 restrictions, such a gathering was not possible for confirmation and first reconciliation. Fr Joel celebrated a number of classroom masses throughout the year, when possible.

Classes continued, when possible, to receive the sacrament of reconciliation each semester, and the staff and students participated in liturgies, mostly in classrooms and/ or year level learning spaces. Year 6 Graduation Mass was celebrated with students and parents in the church on 13th December and the end of year liturgy was presented to classrooms through the PA system on the last day of the year.

Staff and Student Faith Formation

The staff of St Patrick's engaged in faith formation and professional learning to deepen their understanding of the mission and purpose of Catholic education. In 2021, staff continued to work on the formulation of the school's new Vision and Mission Statement, including the creation of a School Prayer and new house patrons. Staff participated in a Spirituality Day facilitated by Fr Dennis Crameri at his property in Mitta Mitta. Staff reflected on their role as

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Missionary Disciples as they encountered the stories, experiences and wisdom of Fr Dennis. Mass was celebrated together (Holy Thursday) during which the significance of the Paschal/Easter Triduum was explored

The RE program follows the Wagga Wagga Diocesan Religious Education Syllabus, *Sharing Our Story*. This syllabus develops the religious literacy of the children, that being a knowledge and understanding of the core teachings of the Catholic faith, the scriptures, history and traditions and how these are lived in the world. Prayers from the Catholic tradition are taught and consolidated at appropriate ages and stages.

The older students prepared and participated in masses in their homerooms with Fr Joel, during which time Fr Joel broke open the word of God and the teachings of Jesus. He explained the parts of the Mass and the significance of the vestments and sacred objects used during Mass.

Social Justice

During Lent and Catholic Mission Month (October) the school community learns about the needs of neighbours around the world who live in poverty and suffer injustices. Fundraiser activities are a key focus during these periods, however, usual means of raising money were restricted by COVID-19. Efforts were made and the school was still able to send significant funds to Project Compassion and Catholic Mission. Fundraising activities were organised for the St Vincent De Paul Society. This involved the donation of blankets for the Winter Appeal and gifts and food items for the Christmas Appeal.

Professional Learning in Catholic Life and Mission

The major focus in the AIP Catholic Life Domain in 2021 was to complete the renewal of the Vision and Mission Statement, as well as to create new house patrons and a school prayer and song. The staff engaged in three sessions of professional learning to achieve these goals. The final RE PD session for 2021 was an opportunity to celebrate the areas of Staff Faith Formation over recent years: Our Faith Story Continues, Missionary Discipleship, stewardship of our common home and the vision and mission of St Patrick's Parish School.

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Section 6: Curriculum

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. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

Whilst the diocese withdrew support for the instrumental program, an external tutor was sourced to continue the Polygon Music program. Approximately 30 students took part, learning trombone, clarinet, drums, flute and keyboard. There were interruptions due to COVID-19 restrictions, however, lessons continued via Zoom. Whilst the group were unable to perform, it is hoped that 2022 will see the reformation of the school band.

As part of the annual Write Around the Murray Festival, students were invited to submit a 1000 word short story relating to this year's theme of *'the things we love'*. In Term 2, many students took up the challenge and are to be commended on their narratives. In the Upper Primary section two St Patrick's students were awarded the winner and runner up positions, and in the Lower Primary section one student was awarded the runner up position. A big congratulations to these up and coming authors. River of Stories is a writing competition for primary and secondary school students who reside in the Albury Wodonga region and has been brought to the region by the Albury Hume Rotary Club since 2003. It is part of the annual Write Around the Murray Festival.

Through a diocesan funded initiative, students, where required, engaged in teleconferences with Royal Far West, gaining support with speech pathology and occupational therapy. Parental support is offered within these programs.

Year 1 students were afforded the opportunity to receive additional support in Mathematics, through the Extending Mathematical Understanding program.

Reading Recovery, an intensive program designed for Year 1 students, is offered to those who are yet to gain mastery with reading. This is an intensive one on one program for 20 weeks.

The role of Maths Focus Teacher (MFT) continued this year. The purpose of the role is to support continued whole school approaches to the teaching of Mathematics, with a focus on Years 3–6. The MFT ensures that the school collects K–6 data using the MAI and other forms of data and the subsequent analysis and use of this data to inform teaching and learning. The MFT has responsibility for the professional learning and development in Mathematics to build teacher capacity within the school. The role also involves completing the Monash University Extending Mathematical Understanding (EMU) Middle Years (3–6) Specialist Teacher Course and running this program in Years 3–6. The MFT works closely with EMU Early Years intervention teachers to support vulnerable students.

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The role of K-2 Literacy Instructional Coach was introduced this year. The role of the Instructional Coach is informed by Lyn Sharratt's definition of a *Knowledgeable Other* as a teacher who will 'model practices in the classroom, work alongside teachers, and engage in supportive learning conversations.' (2019, p.282). This is a diocesan funded initiative with the role of the Instructional Teacher working with K-2 classroom teachers to build capacity in instructional practice, model and implement effective teaching approaches and advance student understanding and achievement in English and Literacy.

The Literacy Instructional Coach regularly worked alongside classroom teachers to implement, embed and assess writing strategies, using assessment for and of learning and providing constructive and respectful feedback to improve teacher practice and student achievement. Applying the Gradual Release and Acceptance of Responsibility Model, she worked with teachers to explicitly teach writing across the curriculum. This position contributed to the continuous improvement cycle aligned to school improvement priorities, with a particular emphasis on literacy pedagogies and practices.

Section 7: Student Performance in State-Wide 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 planning and is used to support teaching and learning programs.

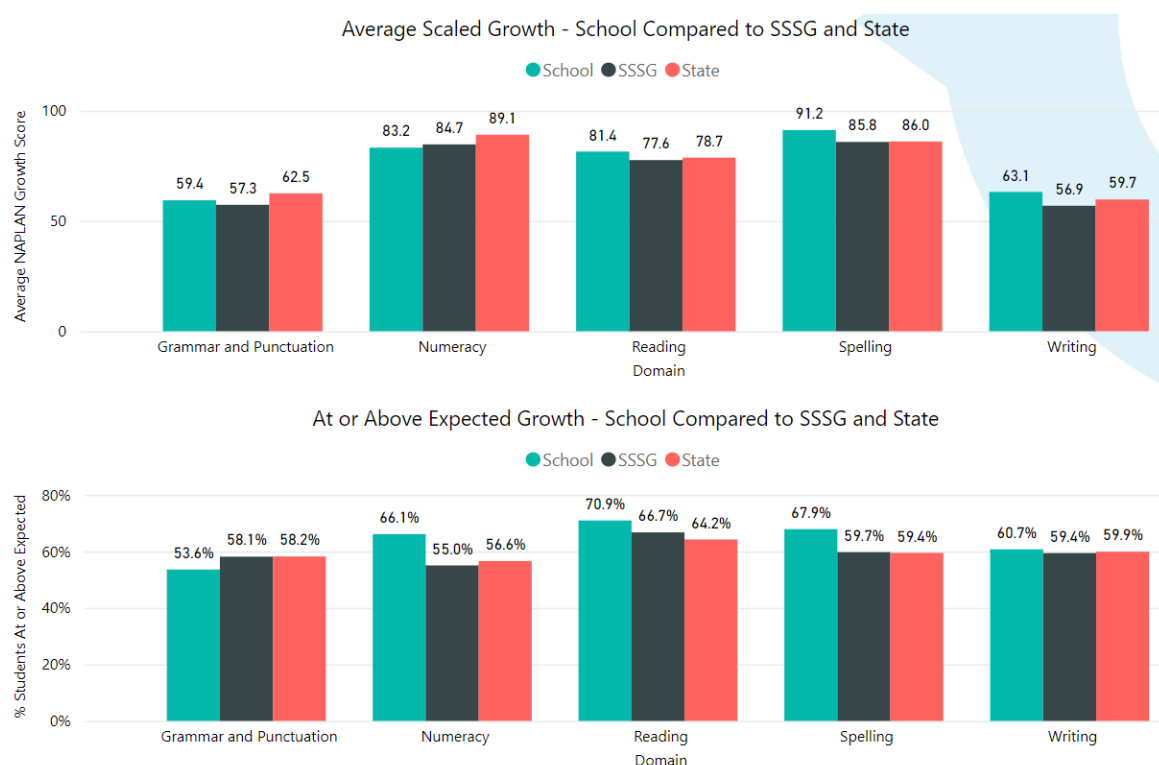
NAPLAN 2021 Results

NAPLAN tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2021, all CEDWW schools completed NAPLAN Online.

Growth

There is an expectation that student individual scores improve between testing periods, reflecting their learning over the two year period. Growth figures provide information about student growth in test scores compared to the previous testing. The graphs below show the individual school growth compared to the Statistically Similar School Group (SSSG) and state growth. The first row shows how average growth for the school (green) compares with the average growth for the SSSG (black) and the state (red). The SSSG is determined by the Department of Education.

Year 3 to Year 5



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Summary of Means

	Number Students	of	School Mean	State Mean
Year 3				
Numeracy	61		406.4	411.5
Reading	61		440.0	442.6
Writing	61		423.7	433.8
G&P	61		419.8	442.5
Spelling	61		399.9	433.1
Year 5				
Numeracy	62		516.5	502.8
Reading	62		525.5	514.4
Writing	62		498.0	488.4
G&P	62		515.8	509.4
Spelling	62		511.7	514.2

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Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The Pastoral Care/ Wellbeing Team Committee is composed of the Principal, Assistant Principal, Religious Education Coordinator, Chaplain, Inclusive and Diverse Learning Officer, Centacare Well-being practitioner and one staff appointed representative.

The Pastoral Care/ Wellbeing Team is designed to provide a systematic framework to assist teachers to meet the individual and group mental health and learning needs of students. It is designed to reduce the amount of paperwork teachers need to complete for referrals. The team meets weekly, at 8.15am on a Tuesday morning.

Staff members with concerns regarding a student or students in their class can make contact with any of the team members. The team members will then direct them to the Wellbeing referral form on Compass. This document requires staff to indicate the reason for the referral, intervention to date and some additional comments. These referrals are then submitted for tabling at the weekly Wellbeing Team meeting. Students who are funded do not need to go through the Committee, unless there are exceptional circumstances. Any concerns regarding funded students go directly to the Inclusive and Diverse Learning Officer. The team looks at each referral and discusses various options and strategies which could be put in place. After the team meets, teachers are provided with feedback, which will outline the reasons for the referral and include recommendations made by the team regarding the referral.

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St Patrick's Parish School uses a Positive Behaviours for Learning approach and does not sanction the administering of corporal punishment by anyone to enforce discipline.

Positive behaviours expected at St Patrick's are:

- Learn and Let Learn
- Speak to Please
- Right Time, Right Place, Right Thing
- Play Fair, Show Care

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- Be Safe

Promoting Positive Behaviour affirms and instils motivation in students to achieve their ultimate potential in all aspects of their school life. In implementing the opportunities for affirmation, staff will take into account the individual nature of the student to ensure that positive behaviour is promoted at all times. Using the elements of fair process, positive relationships are modelled and developed.

Recognition of this affirmation can occur in a number of ways:

- Verbal and written affirmation
- Stickers and rewards
- Visiting other classes/ teachers to share work
- Recognition through presentation of class awards
- Recognition through assembly awards and acknowledgement in the newsletter
- Publication of work in school newsletter/ displayed in office/ posted on website
- Consultation with parents in informal discussions and P/T interviews
- Recognition by Principals
- Recognition of achievements in Eisteddfod, other performances, sport and any other external cultural activity

Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

The school takes a strong stance on bullying and puts programmes in place to assist students and staff in recognising and dealing with incidents of bullying. Through the PDHPE curriculum, the U R Strong approach is used. This encourages students to build healthier relationships together. The Positive Behaviours for Learning approach promotes healthy relationships and allows students to reflect on their words and actions. At all times, the school uses a restorative approach when dealing with conflict.

Initiatives Promoting Respect and Responsibility

The U R Strong approach is a whole school strategy that empowers children with friendship skills and self confidence. Relationships are at the heart of wellbeing and this program is designed to teach children to develop healthy friendships and manage conflict in a respectful way.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

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See CEDWW Policy [HERE](#) and Procedures [HERE](#).

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these diocesan documents in 2021.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga. Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#)

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Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

2021: DOMAIN: CATHOLIC IDENTITY AND MISSION

Catholic Identity and Mission is expressed across the following interrelated and mutually reinforcing components:

- A systematic and comprehensive Religious Education Curriculum and Pedagogy
- Prayer, Liturgy and Sacramental Life
- Permeation of Catholic Values
- School, Parish and Parents in Partnership
- Spiritual life of the school
- Evangelisation and Social Justice

System Goals

1. A shared understanding of the vision, mission and purpose of Catholic Education
2. An intentional and systematic framework for faith formation
3. Effective teaching practices and pedagogies in which the learners are active participants who are engaging their whole person ('head, heart and hands').
4. Engagement with schools and parish communities

Areas for Improvement: New Mission and Vision statement, encompassing the development of a School Prayer & song and renaming of the sporting house patrons

Evidence Informing Each Area for Improvement:

- Statements are not visible in the school environment. No evidence to suggest that all stakeholders are aware of what these statements are.

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- Current Vision statement is very simplistic- two sentences. Second sentence written in the incorrect person-refers to our school as **it** rather than **we**.
- Current Mission statement does not refer to a Community of Stewardship.
- No evidence of a school prayer.
- Current House patrons' history relates to Christian Brother's School not St Patrick's.

Teaching Standards: 7.3 Engage with the parents/carers

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
Review of the school's existing Vision and Mission Statements to determine to what degree they reflect our current ethos.	REC and Vision and Mission Team to lead the process	Completed at the end of 2020.	Regular meetings will have allowed all staff to unpack the current Vision and Mission, and identify
The re-writing of the school's Vision and Mission.	REC to lead the process with support from executive and steering committee, parents,	By the end of Term 2 2021 ready to be launched in Term 1, 2022	<p>All stakeholders will be able to articulate how the new statements will look.</p> <p>The new statements will be written and presented to the school community by the end of Term 3, 2021.</p>

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<p>Establishment of four new sporting house names that reflect the Faith Story of St Patrick's Parish School, rather than the present, which represent solely CBC. Officially retire old houses and celebrate the emergence of new Houses.</p> <p>In conjunction with the new Mission and Vision, to develop a St Patrick's Primary School prayer.</p> <p>In conjunction with the new Mission and Vision, to develop a St Patrick's Primary School song.</p> <p>Evidence AIP - St Patrick's Primary School ~ Vision</p>	<p>CEDWW (Sr Anne Hagan/Vince), Parish Priest & parish members</p> <p>REC to lead the process with support from leadership and staff, parents, CEDWW, Parish Priest & parish members</p> <p>REC and the Vision and Mission team to</p>	<p>By the end of Term 4 2021, ready to be launched in Term 1, 2022.</p> <p>By the end of Term 4 2021, ready to be launched in Term 1, 2022</p>	<p>To have successfully researched and documented the historical significance of the four people to the development of St Patrick's Primary School.</p> <p>All stakeholders will acknowledge the relevance and contribution of the new patrons to the charism of St Patrick's Primary School.</p> <p>The new prayer and song will be visible throughout the school. The school prayer will be recited on a daily basis.</p>
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and Mission Statement	lead the process with support from staff, students, Parish Priest & families.		
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DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Literacy and Numeracy, Teacher Practice, Professional Learning, Assessment and Reporting, Student Achievement, Student Wellbeing for Learning and Student Diverse Learning Needs.

System Goals: (consider goals appropriate to sector i.e. primary/secondary)

1. To build teacher capacity to deliver quality writing instruction in Early Years, Stage 1 and Stage 4 cohorts through:
 - a. Improved collaborative planning, focusing on analysis of student performance and identification of targeted writing strategies, specifically oral language development in K-1 or the use of academic language in Stage 4.
 - b. Use of data to inform the development of high impact teaching and learning strategies using assessment **'for and of'** learning to craft precise responses to student and cohort needs.
2. Use of data to inform differentiated teaching of Mathematics in years 3 to 6.

Areas for Improvement: The Learning Collaborative: English (Spelling, Writing & Reading) and Mathematics

Evidence Informing Each Area for Improvement:

Writing:

- NAPLAN Writing data over the past few years and the professional learning that the staff have undertaken with the moderation of writing samples, both across stages and across schools.

Spelling:

- Quantitative data from NAPLAN results, Waddington and South Australian spelling tests clearly demonstrate that students' spelling levels are not at "standard".
- Qualitative data from teacher observation is suggesting that children are not transferring spelling knowledge to the formal writing process.

Reading:

- As a result of the work that has been completed under the Sharratt Project in the creation of Data Walls for reading, we have identified that we have students both below and exceeding expected levels.

Mathematics:

- MAI and PAT data shows that expected growth in Counting, Place Value and Addition & Subtraction is not being achieved.

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<p>Teaching Standards: 3.2 Plan, structure and sequence learning programs 3.6 Evaluate and improve teaching programs 5.2 Provide feedback to students on their learning 5.4 Interpret student data. 6.3 Engage with colleagues and improve practice.</p>			
<p>The Learning Collaborative System Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14. School Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14</p>			
Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
<p>English: To update the current Scope and Sequence allowing for all staff to have a common understanding of the purpose of Scope and Sequences, and ensuring learning is sequential.</p> <p>EVIDENCE</p> <p>Writing: To build teacher capacity to deliver quality writing instruction from K-6 through: → Improved Collaborative Planning, focusing on analysis of student performance and identification of targeted writing strategies specifically on oral language development in K-1.</p>	<p>All staff, led by Leadership & Literacy Instructional Coach</p> <p>Literacy Instructional Coach, all staff</p>	<p>mid 2022 (depending if new syllabus becomes available)</p> <p>end of 2021</p>	<p>The development of a new Scope and Sequence document.</p> <p>We will have regularly planned meetings and opportunities for co-development of common assessment tools providing:</p> <ul style="list-style-type: none"> → Regular evidence based feedback of performance. → Development and assessment of descriptive feedback to improve student learning and performance in writing. → Co-created curriculum-based examples to reduce variation in practice. → Teachers, Leaders and Students will be able to articulate what they do to improve student achievement in writing and why they lead, teach and learn the way they do, including how this supports improved student performance. → use of the Waterfall Chart.

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<p>→ Use of data to inform the development of high impact teaching and learning strategies using assessment for and of learning to craft precise responses to student and cohort needs.</p> <p>Reading Early Stage 1 and Stage 1 teachers will continue using their Running Record data and CEDWW K-2 Benchmark Reading Levels in order to plot/monitor children on the Data Wall. Stage 2 and 3 teachers will scan the 2020 PAT Reading data to identify the below/at and above students of each year level. They will use the Fountas & Pinnell Benchmark kits to attain accurate diagnostic information. Following group case management meetings, design teaching & learning and</p>	<p>All teaching staff</p>	<p>End of 2021</p>	<p>Teachers will collect and analyse Running Records and update the Data Wall twice a term.</p> <p>Ongoing regular monitoring will evidence increased growth in literal, inferential and evaluative comprehension skills.</p> <p>All identified students' results in PAT testing will be compared to the 2020 results to establish growth patterns.</p> <p>All students will continually show Positive growth in student achievement evidenced on the Data Wall in Whole Number and Patterns and algebra strands. This will be measured in 3-6 through bi-termly check ins with the Students and their 'I Can journals'. All students, at a minimum, will achieve their personalised 'I can statements'. This will be evidenced by at least 80% of the 'I can statements' achieved.</p>
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<p>support structures for intensive/explicit teaching.</p> <p>Maths Teachers will attend check ins with their students each term and make appropriate growth step changes on the wall. The digital formal tracking tool which has been developed, will be used to enter all formal records, including the new wall steps. STEPS= (at a minimum) Kinder = 1,2,3, Year 1= 4,5,6, Year 2= 7,8,9, Year 3 = 10,11,12 and so on. The formal tracking tool also includes ACER PAT scale scores,, NAPLAN and MAI data records for each student K-6.</p> <p>Years 3-6 I can statements taken straight from the syllabus, using the outcomes and content from Whole Number and Addition & Subtraction</p> <p>Evidence</p>	<p>Leadership team in conjunction with Maths Focus teacher and all staff</p>		<p>Annual MAI data in Counting, Place Value and Patterns and Algebra will be used to measure the effectiveness of the I Can journals in Whole Number and Addition and Subtraction.</p>
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DOMAIN: COMMUNITY AND CULTURE

Community and Culture includes: Organisational Culture, Positive Partnerships with Parents, Families and Carers, Parish and Community Partnerships, Staff Wellbeing, Student Voice and Engagement and Professional Relationships.

Areas for Improvement: Well Being

Evidence Informing Each Area for Improvement:

Staff Well Being: Following on from the Staff Well-being Toolkit and given the impact of COVID on school life.

Students Well Being: Following on from earlier programs and given the impact of COVID in 2020.

Teaching Standards Teaching Standards (where relevant)

1.1 Physical, social and intellectual development and characteristics of students

3.5 Use effective classroom communication

4.3 Managing challenging behaviour

4.4 Maintain student safety

7.2 Comply with legislative, administrative and organisational requirements.

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
Implementation of a program, with the assistance of Centacare, that equips teachers, students and parents with tools to develop the social, emotional and physical capabilities needed to thrive today and into the future. UR Strong: This program commenced in	Leadership Mahalia Scholz, Centacare Wellbeing Practitioner	end of 2021	Staff and Parents to participate in Workshops facilitated by Mahalia. Students to participate in Group Programs facilitated by Mahalia. Student/staff will be using a common language and practical relationship strategies which will improve the social climate.

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<p>2019. It aims to enhance the social-emotional well being of children through development of friendship skills. A whole school strategy is key</p> <p>Seasons For Growth</p>	<p>Fiona Robertson & Lea Scammell</p> <p>Fiona Robertson & Fiona Davis</p>	<p>ongoing</p> <p>Terms 2 & 3</p>	<p>Identified students will be helped with dealing with grief and loss.</p>
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Priority Key Improvements for 2022

2022: DOMAIN: EVANGELISATION AND RELIGIOUS EDUCATION

Evangelisation and Religious Education is expressed across the following interrelated and mutually reinforcing components:

- Sacred Scripture, Religious Education, Pedagogy (Encountering Christ)
- Faith Formation Opportunities (Witnessing to Christ)
- Social Justice Opportunities and Outreach (Serving Christ in Others)



- Prayer, Scripture, Liturgy and the Sacraments (Engaging in Worship in Christ)
- Catholic Identity and Worldview, School and Parish Partnerships (Forming a Christ-centered Community)

SYSTEM STRATEGIC PRIORITY

1.1 The CEDWW Charter

The development of a Charter for CEDWW schools that articulates the dual moral purpose of Catholic Identity and Student Learning. Each school to:

- Contribute to the development of the CEDWW Charter through participation in a System led process.
- Lead the Faith formation of staff and students to foster active participation in prayer, liturgy and the sacramental life of the Church.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

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Catholic Identity: School and Community Partnerships, forming a meaningful, Christ-centered Community.

Evidence Informing each Area for Improvement:

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
By the end of Term 1, the new Vision and Mission, school prayer, song and House patrons will be launched to the school community.	Celebration of Opening School Mass Prayer/song launched	Daily recital of prayer and regular singing of our school song
By the end of 2022, this new school identity will be visible and unpacked by all members of our community.	By the end of Term 1, a school gathering with all stakeholders will take place to celebrate the publication of these new statements.	Visible in classrooms House Day celebrations Promotion in school newsletter Celebration
By the end of 2022, we will have improved pedagogy so that students are actively engaged in relevant and meaningful learning experiences making connections to their daily lives.	Implement programs that use current and relevant resources, and teaching and learning experiences A termly focus during PL, giving staff the opportunity to discuss, unpack and revise a unit.	Updated resource lists in teaching programs. Learning walks <ul style="list-style-type: none"> - What are you learning? - How does this relate to your life?
By the end of Term 4, staff at SPA will have committed to volunteering at a community service so that we are demonstrating servant leadership in our local community. Ideas include St Vinnies, Mercy Place, Carevan.	Service at one of our chosen places.	Staff participation

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DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Student Wellbeing for Learning and Student Diverse Learning Needs.

SYSTEM STRATEGIC PRIORITIES

Through the ongoing development of instructional leadership in schools and the continued focus on Parameters 1, 6 and 14, the following System strategic priorities will be delivered.

2.1 A Clearly Defined Statement of Learning

- Each school to:
 - Engage with and action effectively the intent of the TransFORMATIVE Learning Statement through agreed teaching and learning practices and aligned classroom pedagogies. This would include leveraging key learnings from the COVID-19 period.
 - Contribute to the development of the Wellbeing for Learning Framework in order to inform and improve school processes and programs for supporting student wellbeing, engagement and diverse learning.

2.2 Targeted Academic Achievement and Growth in Literacy

- Each Primary school to:
 - Revisit whole-school evidenced based practices for the teaching of literacy.
 - Use assessment data effectively and regularly to guide and develop planning and teaching of Reading and Writing in order to meet the agreed targets for student learning growth based on individual school analysis of specified literacy data (eg. Naplan, Best Start and Observation interview data).
- Each Secondary school to:
 - Implement agreed practices for the teaching of Writing in Years 7-9.

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- Use assessment data effectively and regularly to improve the teaching of Writing to ensure student achievement meets the agreed targets for student learning growth based on individual school analysis of specified literacy data (eg. Naplan, PAT, Best Start data).

2.3 Targeted Academic Achievement and Growth in Numeracy

- Each Primary school to:
 - Revisit whole-school evidenced based practices for the teaching of Numeracy.
 - Use assessment data effectively and regularly to improve teaching of Mathematics to ensure student achievement meets agreed targets for student learning growth in numeracy based on individual school analysis of specified data (eg. Naplan, PAT, Best Start and MAI data).
 - Implement effective short term use of intervention groups to support vulnerable learners reach system benchmarks based on individual school analysis of MAI and NAPLAN numeracy data.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Creating a culture of agreed practice through a focus on assessment.

Evidence Informing each Area for Improvement:

SMART Goal (to be focused on improved student outcomes) WHAT	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal HOW	Success Criteria (ways of measuring impact)
By the end of 2022, teacher capacity will have been built in the area of assessment to inform teaching and learning leading to improved student outcomes.	Professional learning Use of the Waterfall Chart Collaborative planning with targeted teachers Alignment of Scope and Sequence, assessment plans and programs Working with teachers - modelling , co teaching,	Evidence of the tracking tool Learning Intention and success criteria visible in all classrooms Case management/class walkthroughs Students articulate What, Why and How?

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DOMAIN: COMMUNITY ENGAGEMENT

Community Engagement includes: Partnerships with Parents, Families and Carers; Parish and Community Partnerships; Staff Wellbeing; Student Voice and Engagement and Marketing.

SYSTEM STRATEGIC PRIORITIES

Build the profile of Catholic Education by:

- Actively participating in activities for Catholic Schools Week
- Utilising the data from the Parent Survey to identify future directions for marketing.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Evidence Informing each Area for Improvement:

SMART Goal (to be focused on improved student outcomes)	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria (ways of measuring impact)
By the end of 2022, the K-2 students will have used Centacare resources, and Years 3-6 will have used U R Strong journals to enhance student wellbeing.	Weekly, whole school Wellbeing Wednesday- 10 minutes after lunch with a particular focus. The knowledge and understanding is linked throughout all facets of everyday life.	Students are able to use the vocabulary of the key ideas to effectively communicate with peers, teachers and families.

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		<p>A parent engagement survey (pre and post)</p> <p>A student survey (post)</p>
<p>Parent Partnership Program</p> <p>By the end of 2022, students and families of Year 5, will have participated and engaged with the Parent Partners program 'Continuing the Learning Together' to support student self esteem, attendance and behaviour.</p>	<p>Active learning of staff with Andrew Fuller and Stephen Brown</p> <p>To follow the CEDWW proposed timeline</p> <p>Staff and parents to work collaboratively in sessions presented as part of the program.</p> <p>Regular information updates for the whole school community regarding the work and learnings from the program.</p> <p>Provide practical ways for parents to support the development of Executive Functioning Skills at home</p>	<p>Students are able to use the vocabulary of The Big Six (executive functioning skills) from the program to effectively communicate with peers, teachers and families.</p> <p>Parent participation in workshops.</p>

DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources.

SCHOOL PRIORITY AREAS FOR IMPROVEMENT

Evidence Informing each Area for Improvement:

SMART Goal	Evidenced-based Strategies/Actions Required to Deliver the SMART Goal	Success Criteria
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(to be focused on improved student outcomes)		(ways of measuring impact)
By Term 3 Registration date, we will have revisited all school based policies and procedures ensuring we meet NESA requirements.	Executive members and Admin staff will review current documentation and update.	Successful Registration Feedback from staff regarding access and knowledge around the policies and procedures
By mid Term 1, using the new Financial Management System (FMS), we will have aligned our 2022 school budget directly to the system, allowing constant analysis of all dimensions of the budget.	New processes in place for alignment to occur and constant revisiting. New processes in place for class/KLA budget allocation reminders.	Admin staff feedback Admin staff pre-post survey to analyse growth in both the system and themselves.

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Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St Patrick's. 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 used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

The School Council is made up of the Principal, Assistant Principal, parish priest and 10 members of the parent community. From May, meetings took place via Zoom. The social committee was able to organise one event in April, a family BBQ, before COVID-19 restrictions restricted involvement.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

- *Great environment for the kids and fantastic staff*
- *Last year during all the covid restrictions we were always kept informed, and the teachers went above and beyond to make sure students and families were going ok. I also like that the principal is always floating around the school daily which is nice to see. They feel getting to know students and parents is important. Thank you .*
- *So far we have found the preparation for Kinder transition to be incredible. The school has been very kind, considerate, informative and thoughtful. Mrs Johnston and the Kindergarten teachers and other teachers we have come across are warm and approachable. The school has a nice lay out, beautiful trees. (A more challenging playground/ play equipment would be good). Overall we have been very impressed with St Pats. Thank you!*

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Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

- *I love our huge playground but could we have more basketballs.*
- *I was excited to get to Year 3 and get my Chromebook for learning.*
- *Thanks for letting us have Time Tours even if it did look a little different*

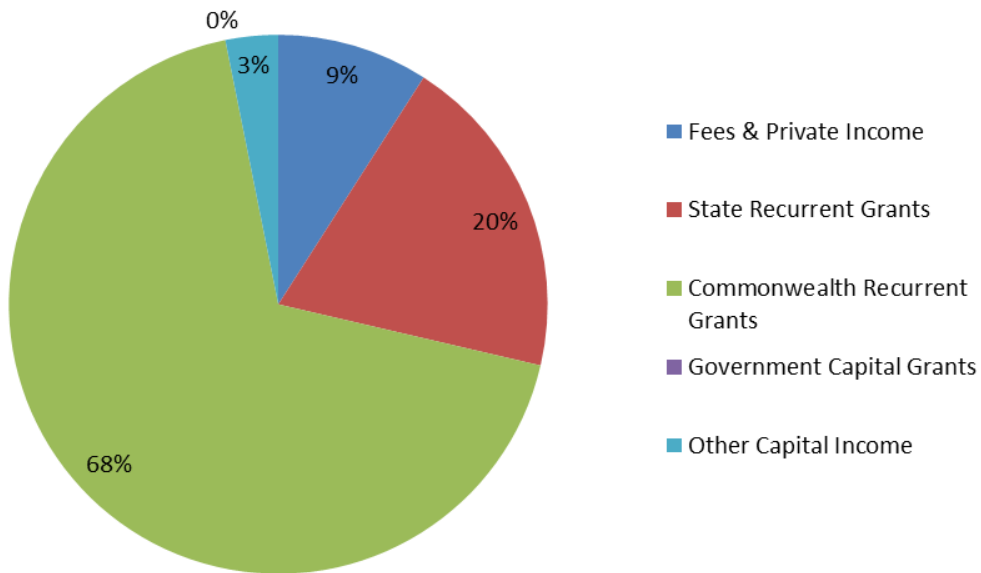
Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

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Financial Report

School Income



School Expenses

