

2022 ANNUAL REPORT

ST PATRICK'S PARISH SCHOOL, ALBURY



2022 Annual Report (Primary)

About this Report

St Patrick's Parish School Albury is registered by the NSW Education Standards Authority. Catholic Education Diocese of 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's 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 of Wagga Wagga. This report has been approved by Catholic Education Diocese of 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](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal:

The 2022 school year commenced with limited COVID restrictions and a sense of hope that regular school routines would re-commence.

Here at St Patrick's we welcomed Mrs Michelle Gittoes as our Assistant Principal and member of our teaching staff. Michelle has brought with her great enthusiasm, fresh ideas and an obvious drive to keep our students at the centre of all decisions we make. Michelle has been a wonderful support to which we are very grateful. At a parish level we welcomed Father Henry Ibe and thanked him for his contributions and involvement. Whilst restrictions had eased, there were many disruptions to staffing as staff members were forced to isolate after contracting the virus. Thankfully we had a consistent supply of casual teachers who were able to assist.

St Patrick's Day was a wonderful celebration. Our school Mass was an extra special occasion with the retiring of our old House patrons and the introduction of: our new House patrons, our new school Vision and Mission, our school song and prayer. Over the past two years this has been a focus of our Annual Improvement Plan and it was so exciting to see it all launched on this day. The new patrons are as follows:

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Gold House: Brigid- the first church and schoolroom in Albury, was called St Brigid's. St Brigid's school amalgamated with the Christian Brothers College in 1978 to become our school, St Patrick's Parish School.

Blue House: McAuley- recognising the founder of the Sisters of Mercy, Catherine McAuley. The Sisters of Mercy have a long and rich tradition within our school, arriving in Albury in 1868.

Red House: Rice- recognising Edmund Ignatius Rice, the founder of the Christian Brothers who commenced teaching in Albury in 1917.

Green House: Patrick- recognising Saint Patrick, the patron of our Parish and our school.

After extensive work, including input from staff, students and parents the new Vision and Mission statements were created. Our aim was to create short, concise statements that will become living words in our community on a daily basis.

The roles of Literacy Instructional Teacher and Maths Focus teacher continued and we are very grateful for the support that CEDWW provides around this. These two roles ensure that we have "knowledgeable others" working alongside classroom teachers, sharing expertise, modelling practice and ensuring that relevant and contemporary teaching and learning is taking place.

Our 2022 Annual Improvement Plan had a strong focus on assessment and using this to inform our teaching. Teachers participated in various professional learning which focused on this. Our data walls were maintained and case management meetings were regularly held to discuss the learning growth of students. This will continue to be a focus in 2023 along with the implementation of the new K-2 syllabuses in English and Mathematics.

In August we took part in the NESA Registration process which occurs every 5 years. The registration system (CEDWW) is responsible for meeting and maintaining the regulatory and accountability requirements of the Education Act in their member schools. The process involves all policies and procedures being closely examined to ensure we are meeting NESA requirements. This was an in depth process but ensured that all our practices are compliant and up to date.

This year we were able to reintroduce a fortnightly school assembly. Our first one needed to be virtual but it was a huge success. The introduction of the CHAMP awards and the merit awards based on our new Vision and Mission and Positive Behaviours for Learning proved to be a huge success. Throughout the year, the Year 6 students did a wonderful job leading the assembly and it was a wonderful opportunity for them to exercise their leadership skills.

In Term 3 we conducted the Peer Support Program which focuses on building and developing relationships with all students across the school from K-6. The Year 5 & 6 leaders ran 30 minute workshops each week, for 8 weeks. Groups were of 10-12 students in total, and it was a wonderful opportunity for students across cohorts to work together. This program

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was a huge success and allowed students across cohorts to build relationships. A program we will embrace annually.

The end of the year saw us farewell Beck Art who secured the Assistant Principal position at St Mary's Corowa. This is a wonderful opportunity and we wish her all the best. We also welcomed Kelly Wheatley to a part-time permanent position, and Sarah Hibberson and Elecia Turner to permanent full time positions.

Whilst the various restrictions meant that there were limited opportunities, we were thankful that we could finish the year with a whole school, family BBQ evening. This was a wonderful opportunity for staff and families to connect, and allowed us the opportunity to celebrate the year as a school community.

I would like the opportunity to thank the staff here at St Patrick's who go above and beyond to ensure that our students feel safe, supported and have optimal learning opportunities. I would also like to thank the members of the school council who willingly give their time to support our school.

Message from the Parent Body:

The school year for 2022 was a buzz of excitement and contentment as we slowly but surely returned to a normal that we had not experienced in the previous years.

Our council was smaller, however the vision and ideas remained the same.

We had a successful easter raffle and our new look buddy system was implemented.

The decision was made to hold off on the fete and have our school BBQ which had been a success the previous year.

The pie drive at the end of Term 3 was very popular and a great way to contribute to our fundraising efforts.

The year finished off with a colour run, and our family get-together. Both events were enjoyed by all, and a great way for families to meet.

Thank you all for your hard work in planning and fundraising. I would especially like to acknowledge and thank Kelly Hegarty for her years of service on the school council, as she steps down. Her wealth of knowledge will be missed.

I look forward to our continuing support and advisory to Liz and Michelle in 2023.

Regards, Shayley Bush.

Message from the Student Body:

Good afternoon Father Marco, teachers, students, parents and friends. When we were about to start school seven years ago many people told me primary school is the best days of your life. How true that was! I've met a lot of great children and fantastic teachers along the way.

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At St Patrick's we are a community of faith. This year we have had the opportunity to be your 2022 school captains. We have had the help of our teachers and the student council: Oscar, Celina, Ruby, Jack, Austin, Tyla, Ivy and Isabelle. We have truly enjoyed this incredible opportunity to be leaders of the school.

This year our school has been a community of learning. St Patrick's has been full of opportunities, such as sport programs, excursions, buddies, the production and a great deal more. All of these opportunities wouldn't have been available without the support of the St Patrick's staff.

St Patrick's is a community of service. As a school we have raised money for lots of charities. We contribute to lots of organisations that encourage us to learn and reflect on supporting those who are less fortunate than us. We have been involved in many ceremonies and significant events such as Anzac Day, Remembrance Day and special liturgies. Participation in these was meaningful and significant. We were privileged to be able to pay tribute to the people who have died for us in the war.

In Kindergarten, all I wanted to do was be in Year 6 and be doing Time Tours! Finally, this year we got the opportunity to be in this Year 6 production of: 'What's the Crime Mr Wolf'. We would never have imagined how much time and energy goes into such an amazing performance. During the 10 weeks of hard work and rehearsals, our production came together and it was such an awesome experience.

Working with everyone was a great time to learn something new about each other. During the auditions people found new skills and talents that they didn't know they had. A term ago I wouldn't have imagined I'd be dancing around in a tutu with sparkly suspenders and having the time of my life. The confidence Year 6 showed in performing, with such great enthusiasm and joy, was a wonderful experience we will never forget.

This year we have been spending time with our kinder buddies. They always bring a smile to our faces and have been an absolute delight to get to know and be around. It has been an honour to be a part of their first year of primary school. We have loved having the opportunity to share experiences with our kinder buddies.

This year we were lucky enough to have the wonderful Mrs Johnston as our Principal and Mrs Gittoes as our Assistant Principal. When we see Mrs Johnston and Mrs Gittoes around the school, they always take the time to say hello, use our names and make us feel important with their kindness and interest in us as people.

We would like to congratulate the new captains for 2023, Evie and Busby. We are certain that they will work with the St Patrick's staff, and will be wonderful leaders

Thank you to all our amazing parents for supporting us and being with us throughout our primary school years. We are very grateful for all of the support, guidance, protection and love you have given us. You have helped us through the good and bad times during our

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primary school years. Thankyou for helping out with tuckshops, fetes, dress up days, school production and all other sorts of activities that you have volunteered your time to.

St Patricks is a unique school, with strong values and amazing people. We will never forget our teachers and what they have done for us. We wish good luck to all the students here today, and all of our amazing teachers. St Patricks is a school that has encouraged us to be strong and independent people. Primary school is a big part of our lives and we are so lucky to have it here.

We have loved every little bit of Year 6 from the start to the end, and we are sad to see it coming to an end. We know we are going to miss each other as we go our separate ways, to different schools, but we will always keep the children and teachers in a special place in our heart. To our peers who are completing Year 6 this week, just remember we will always be the spectacular Year 6 of 2022!!

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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, is a three stream school, having an enrolment of 437 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 Street, North Albury.

St Patrick's retains its strong links to both the Mercy and Christian Brothers traditions. The school continues to engage in charitable works, following the traditions that the Mercy Sisters taught us all those years ago.

Today St Patrick's is an inclusive 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 2022:

Girls	Boys	LBOTE*	Indigenous	Total
203	234	9	11	437

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese of 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 of Wagga Wagga website or by contacting the Catholic Education Diocese of Wagga Wagga or by contacting the school directly. See CEDWW policy [HERE](#).

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	92%
Year 1	91%
Year 2	91%
Year 3	91%
Year 4	90%
Year 5	91%
Year 6	90%

The average student attendance rate for 2022 was 91%.

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

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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.

Saint Patrick's 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 of 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 38 teachers and 10 support staff at St. Patrick's Parish School, Albury. This includes 23 full-time and 15 part-time teachers.

Teacher Accreditation Status

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

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	37

Percentage of staff who are Indigenous	0
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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 of Wagga Wagga.

2022 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 delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2022, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- ➔ Lyn Sharrat's Assessment Waterfall Chart: Learning Intentions, Success Criteria, Feedback, Peer and self assessment and Individual Goal setting

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- commissioning of the new Vision and Mission statements, and the new House Patrons
- staff and student wellbeing

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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 follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

Catholic Heritage:

At St Patrick's Parish School we have a proud Catholic history which is reflected in the choice of our school patrons. The Mercy Sisters and Christian Brother have been a part of that history from the beginning. Our new House Patrons, St Patrick, St Brigid, Catherine McAuley and Edmund Rice were all people who loved God and lived out the teachings of Jesus through their loving actions and kindness. They were determined to work hard to make life better for many people. Our new house patrons reflect our strong Catholic heritage and will inspire us to carry on their work in our school today.

Liturgical Life of the School:

When you walk around our school the presence of Jesus is expressed in the visual representation of the Catholic faith. Our RE program aligns with our Vision and mission. Our Vision is a proud testament to our belief as a Catholic school and challenges our students to love Jesus, learn together and shape the future. Our Mission is based on the tenets of Faith, Learning, Care, Service and Stewardship. As you can see in our brochure for parents we have a connection with the John 10:10 scripture CEDWW "I have come that they may have life and have it to the full". Darren Wighton's painted cross stands in our foyer and takes pride of place at the forefront of each school gathering to connect us to the Wiradjuri nations on which land we stand. These symbols and signs are present to refer to in all classrooms to focus on where necessary in classroom RE lessons.

Staff and Student Faith Formation:

Our religious education programs across Kinder to Year 6 capture the essence of our Sharing our Story curriculum. Our celebration of the sacraments are pinnacle moments that reflect a robust learning journey through following the scope and sequence of learning across K-6. Our Year 2's Reconciliation, Year 3 Eucharist and Year 6 Confirmation program reflect our strong commitment to immerse our students in the life of Christ. Daily prayer and songs from K-6 classes are well established in our routine, our school prayer unites us with a common pride for our school. Weekly assemblies led by Year 6 and our peer support program enable students to engage with religious life each week and bring to life each facet of our mission. We love a good celebration where St Patrick's is proud to be a catholic school, full of good purpose and intent to be more like Jesus as leader, servant and friend.

Social Justice:

Taking part in community centered learning allows us to subscribe to the importance of service and stewardship. Such programs as mini vinnies, NAIDOC and even grandparents day bring connection within our own community, the wider community and beyond. Taking

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part in such programs supports our ethos and our students beyond our boundaries to be life learners immersed in what our school presents to them. Our fundraising efforts throughout the year support St Vincent De Paul, Project Compassion, Catholic Mission and local projects that lead our students to go beyond the borders of school life to be models of Jesus Christ in not only word but action.

Professional Learning in Catholic Life and Mission:

Each term, Religious Education professional learning allowed for one hour of accreditation. In 2022 our professional development reflected our work with our Vision and Mission, making our new patrons visible and building on the everyday facets of classroom management. Our Staff Spirituality Day embraced eucharistic celebration, connection to aboriginal perspectives and reflection. We engaged with Darren Wighton, our aboriginal worker, exploring the significance of the local Yindyamarra Sculpture Walk and finished with a smoking ceremony followed by the celebration of Mass.

Sister Anne Hagan provided a reflection journal for our first year teachers to the diocese to reflect on the qualities required to be a strong model within the Catholic space.

An updated spreadsheet made executive staff aware of current qualifications of staff to teach RE in the diocese and an awareness of individual staff needs.

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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 (KLA's) 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 of Wagga Wagga.

Through our staffing provided by CEDWW, Year 1 students were afforded the opportunity to receive additional support in Mathematics, through the Extending Mathematical Understanding program. This is a daily, small group intervention focusing on numeracy skills. Reading Recovery, another intervention program designed for Year 1 students, was offered to those students who were yet to gain mastery with reading. This is an intensive one on one program for 20 weeks.

Through a continued diocesan funded initiative, students, where required, engaged in teleconferences with Royal Far West, gaining support with Speech Pathology and Occupational Therapy. Parental support was also offered with these programs.

The role of Maths Focus Teacher (MFT) continued this year being renamed, Maths Instructional Coach. 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 instructional coach 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 instructional coach has responsibility for the professional learning and development in Mathematics to build teacher capacity within the school. The role also involves running the Extending Mathematical Understanding (EMU) Middle Years (3–6) program. The instructional coach also works closely with the EMU Early Years intervention teacher to support vulnerable students.

The role of K-2 Literacy Instructional Coach also continued. This role 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.

Our Literacy Instructional Coach and Maths Instructional Coach have regularly worked alongside our classroom teachers to implement, embed and assess literacy and numeracy strategies, using assessment for and of learning, and providing constructive and respectful feedback to improve teacher practice and student achievement. These positions have

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contributed to the continuous improvement cycle aligned to our school improvement priorities, with a particular emphasis on assessment to inform teaching.

Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2022 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It 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 2022, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	70	403.1	406.9
Reading	71	449.5	444.7
Writing	68	438.4	432.7
G&P	70	435.2	444.3
Spelling	70	401.8	429.4
Year 5			
Numeracy	40	508.0	495.6
Reading	40	530.9	513.2
Writing	40	505.6	492.0
G&P	40	525.3	506.1
Spelling	40	500.4	512.9

Section 8: Pastoral Care and Well Being

Information here about your school's procedures and programs

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 Teacher, 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 Behaviour Management and Student 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 uses a Positive Behaviours for Learning approach and does not sanction the administering of corporal punishment by anyone to enforce discipline.

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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
- Be Safe

Promoting Positive Behaviour affirms and instills 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 also 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.

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This year CHAMP awards were introduced. Children who are identified as making positive choices, in our playground, in order to assist others, receive a nomination. At the fortnightly assembly a child from K-2 is drawn from the nominations and one from Year 3-6. They are presented with a trophy that they keep on their classroom table for the fortnight. This opportunity allows students to take responsibility in contributing to a safe and supportive playground.

Complaints and Grievances Resolution Policy

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

See CEDWW Policy [HERE](#) & 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 of 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 of 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 documents in 2022.

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.

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See CEDWW Policy [HERE](#)

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 of Wagga Wagga Annual Improvement Plan.

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EVALUATION:

Evangelisation and Religious Education: The Vision and Mission, House Patrons, school song and school prayer were completed and launched on St Patrick's Day. This was a wonderful celebration, recognising over two years of planning. The Vision and Mission, and patrons are visible throughout our school and the prayer and song are now part of our daily prayer here at St Pat's.

Learning and Teaching: our Literacy Instructional Coach and Maths Focus teacher facilitated various professional learning that built teacher capacity in the area of assessment, to inform teaching and learning. The use of Lyn Sharrat's Waterfall Chart became very evident in classrooms. Case management meetings and learning walks were conducted regularly, where Sharrat's 5 questions were asked, and helped to ensure that the learning needs of all students were being met.

Community Engagement: a focus on wellbeing continued with students participating in the U R strong approach during their weekly Health lessons. Our Peer Support program was a huge success, allowing students across K-6 to engage in activities and make connections with each other. Our Year 5 cohort participated in the Parent Partnership program offered by the Diocese. This was facilitated by Dr Andrew Fuller and Dr Steven Brown. The program focused on executive functioning and provided practical ways for parents to support the development of Executive Functioning Skills at home.

Leadership and Stewardship: the Registration process was rigorous but affirmed that our policies and procedures were current and being put into practice. The introduction of the new FMS has been challenging and the administration staff have shown great dedication and perseverance.

Priority Key Improvements for 2023

2023 SPA Annual Improvement Plan:

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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.

At St Patrick's we have a School Council which acts as an advisory body with the principal. There are 8 members on this team who meet monthly with the Principal and Assistant Principal. From this group, sub committees (eg: fundraising, social, uniform) are formed on a needs basis. Members of these sub committees are also made up of volunteers from the parent body.

Parent Satisfaction:

What an absolute joy to visit St Patricks last Friday.

From the moment I entered the school, there was a staff member who began walking towards me, smiling, to enquire how she could help me.

The beautiful ladies in the front office who greeted me so warmly with such a lovely welcome.

I just wanted to say a big thank you on behalf of our family for supporting our child and allowing him to do his head shave at School. We really appreciate it. We are truly blessed to be a part of a wonderful and giving community here at St Patrick's.

Thank you St Patrick's Principal, teachers and staff for

A wonderful morning celebrating mass with our precious grandchildren,

The children were very excited to show us their achievements in the classroom

Student Satisfaction:

We are so lucky to have so much grass to play on and our trees look beautiful. Can we get some more monkey bars?

Thanks for our Sovereign Hill excursion. I'm so excited we can go on camps again.

There's lots of fun things to do. Can we get our Fete back please?

I love using my Chromebook. I now know how to use Google classroom.

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Teacher Satisfaction;

Working in collaborative teams allows us to support each other and utilise each person's expertise.

The PL offered around assessment has been relevant and practical. Thanks!

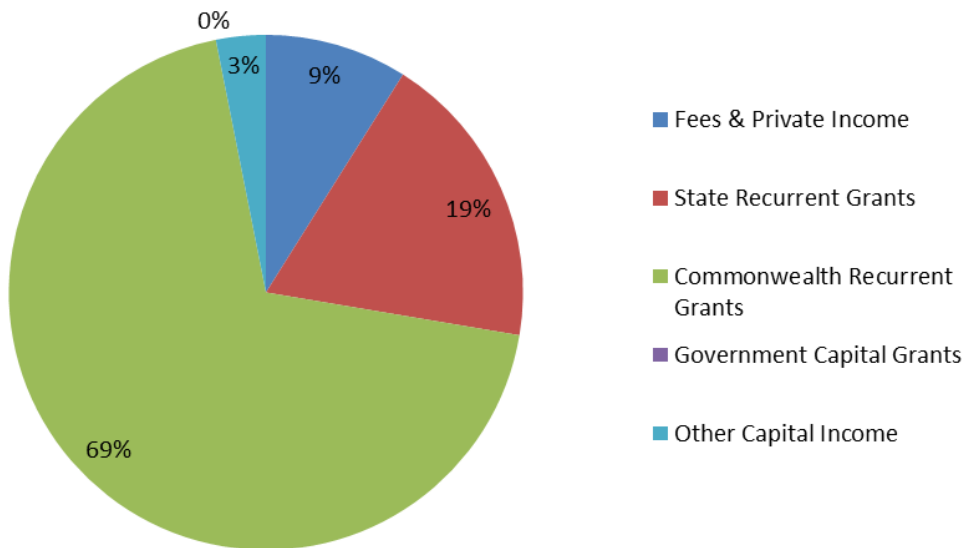
The introduction of the daily ins and outs sheet is most helpful. Great communication!

St Patrick's day celebrations showed a beautiful sense of community. What a great day to launch our new Vision and Mission, and House patrons.

2022 Annual Report (Primary)

Financial Report

School Income



School Expenses

