

# 2019

## ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

*Together in Christ*



### St Patrick's Primary School

Macquarie Street, WALLSEND 2287

Principal: Danny Ariel

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

---

## About this report

---

St Patrick's Primary School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

---

## Message from key groups in our community

---

### Principal's Message

I am delighted to present to you the Annual School Report for St Patrick's Primary School, Wallsend. During 2019, St Patrick's celebrated many rich and varied academic, sporting, cultural and spiritual achievements of our students. The school continued to build strong, positive relationships with the Wallsend - Shortland Parish and our parent community. A number of our children received the Sacraments of Reconciliation, Eucharist and Confirmation. Many of our students and leaders represented St Patrick's in a number of community and Diocesan events. Our P&F were a wonderful support to the school, contributing of time, support, expertise, ideas toward the improving of the school and raising valuable money through fundraising events such as a very successful school disco and operating the canteen. Most pleasing, however were the much improved academic results of our students in NAPLAN and other tests such as the ICAS exams and Newcastle Permanent Mathematics Test. Throughout the year ALL our students chased many learning 'PB's' (personal best) across many curriculum areas. The school continued to receive additional government support through the State Action Plan, including the allocation of a Leading Teacher to help improve student outcomes in literacy and numeracy. We are very proud of our students' successes both in and out of the classroom during 2019. Copies of this report are available from the school office or from the Catholic Schools Office website.

Danny Ariel

Principal

### Parent Body Message

We are incredibly grateful to announce that 2019 was an outstanding year for the St Patrick's P&F. The P&F hosted a number of incredibly successful events over the school year. These events were not only greatly enjoyed by the children but the families and staff as well. Our annual Easter Raffle, St Patrick's sham-o-grams, Mother's Day stall and Father's Day stall

were once again met with a frenzy of excited kids and all proved to be successful both in monetary terms and in bringing our school community together.

The P&F continued to support the Coles sports for school program and the Woolworth's earn and learn initiative. Both enabled St Patrick's to obtain much-needed sporting and educational equipment for the school. The P&F also once again raised funds by selling the entertainment books to the school and local community.

In November the P&F were thrilled to hold our first St Patrick's Halloween disco in the school hall. It was an evening enjoyed by all. I would like to thank all of our volunteers that work tirelessly in assisting in the organising and running of these events. I would also like to acknowledge the amazing staff at St Patrick's who are consistent in providing an enriching and nurturing learning environment for all of our children. St Patrick's has proven yet again to be the caring and loving school community that we have all grown to appreciate over the years. Vice President of St Patrick's P & F.

### Student Body Message

It has been an honour to represent the school as captains at many special events. It has been a great year full of lots of responsibilities and jobs which we have loved doing. During the year Mr Ariel and the staff have been very helpful and supportive. We have enjoyed raising the flags, running assemblies and being role models. It has been a privilege to be school captains for 2019.

St Patrick's School Captains 2019

---

## School Features

---

### History of the school

St Patrick's Primary School was founded in January 1883 by the Sisters of Mercy (with Sr M Patrick Gates in charge) They commenced teaching in a stone church on the hill in Macquarie Street. In 1902, a new brick school was erected on the opposite side of the road and was blessed and opened by Bishop Murray. Major additions and improvements to school facilities took place in 1983, 1996, 2008 and in 2011 when work under the BER (Building Education Revolution) began. This comprised the refurbishment of the hall and kitchen facilities, canteen, art room and classrooms. An additional classroom and withdrawal area was also built.

In Term 4 last year we converted our existing Library into an open Kindergarten classroom that will cater for two Kindergarten classes in 2020. We also received two new demountables that were placed at the back of the school. These demountables were completely refurbished and will become our new library in 2020.

The Mercy heritage lives on today through the rich Catholic tradition and culture that pervades the prayer and liturgical life of the school and through a strong emphasis on social justice initiatives.

### Location/Drawing Area

St Patrick's is a Catholic systemic Primary school in the Diocese of Maitland Newcastle with an enrolment of 275 students from Kindergarten to Year 6. It is located 13km west of the Newcastle CBD and services the town of Wallsend and surrounding communities including Maryland, Fletcher, Rankin Park and Elmore Vale.

In 2019 St Patrick's continued to grow and had an extra class. We had twelve classes in 2019, catering for two streams from Kindergarten to Year 4, as well as a Year 5 and 6 classes. This will grow to thirteen classes in 2020, adding a 5/6 class.

Again I would like to thank our Parents and Friends. We have a small, but committed group of parents who lead and drive our P & F committee. We work in collaboration with the P & F to support the students here at St Patrick's and I look forward to continuing to working closely with the P & F in 2020.

Students from St Patrick's feed into San Clemente Mayfield (Years 7-10) or St Pius X High School Adamstown (Years 7-10) and St Francis Xavier's College, Hamilton (Years 11 and 12).

---

## Student Profile

---

### Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 131   | 142  | 91     | 273            |

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary and secondary schools within the Diocese of Maitland-Newcastle.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2019 was 91.01%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |        |        |        |        |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 91.00                          | 91.70  | 90.80  | 90.10  | 91.70  | 90.60  | 91.20  |

## Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2019:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 32 |
| Number of full time teaching staff | 14 |
| Number of part time teaching staff | 9  |
| Number of non-teaching staff       | 9  |

### Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.



### Summary of professional learning at this school

As a school is focussed on professional learning, data gathering and collaboration, teachers began the year knowing their 2019 cohort very well. To consolidate our work to improve Writing across the school, a pupil free day was held in Term 2 which was facilitated by personnel from the Catholic Schools Office. A further whole school staff development day was held in Term 3, focussing on Pedagogy in Religious Education, facilitated by personnel from the Catholic Schools Office.

Two executive staff members attended a three-day workshop on Maths and the application of 'Big Ideas'. This culminated in a further pupil free day in Term 4, facilitated by our schools Leader of Maths/Primary Coordinator and Catholic Schools Office personnel.

---

## Catholic Identity and Mission

---

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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

Highlights for 2019 were a number of faith formation opportunities including a Staff Spirituality Day, where we focused on the Religious Education Curriculum and its relevance for our students and families. Liturgies and Masses are very much part of school life and are celebrated throughout the year with members of the school and Parish community. In 2019 these included Mother's Day, Father's Day, Kindergarten Transition Liturgy, as well as class and whole school attendance at Parish Masses for special feast days and occasions such as Opening School Mass, Ash Wednesday, St Patrick's Day, The Assumption, Advent, End of Year Thanksgiving and Year 6 Graduation. In 2019 the Service Committee and Mini Vinnies continued to build positive relationships between staff, students, parents and the Parish and to reach out to those in need. St Patrick's student leaders and principal represented the school at the Diocesan Catholic Schools Week Mass, Project Compassion Launch and

Mission Mass. Staff attended the Diocesan Called to Serve Mass and the Students with Additional Needs Mass.

The school provides opportunities for the spiritual growth of both staff and students through prayer, retreats and faith development programs. In 2019 spiritual programs included a Staff Spirituality Day on the Religious Education Curriculum. Four staff members participated in the Return to the Heart Retreat for experienced teachers and the Beginning Teachers Retreat. Year 5 students participated in a Leadership Day run by the Catholic Schools Office. All staff were assessed according to the Diocesan Faith Education Accreditation policy. A number of staff are also currently studying for their Graduate Certificate of Religious Education and/or a Master of Religious Education. In 2019 Year 6 students participated in the Religious Literacy Test, conducted by the Archdiocese of Sydney.

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

---

## Curriculum, Learning and Teaching

---

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

Continual focus on Leading Learning

Cultures built on Collaborative Learning

Rich and purposeful Personalised Learning

Creating the conditions for Supportive Learning

Building capacity through Professional Learning

As a school, focussed on professional learning, data gathering, collaboration and curriculum development. Teachers began the year knowing their 2019 cohort very well. Prior to commencing this year, learning transition meetings were held for teachers to pass all their data (academic, social, medical, family background etc.) to the following year's teacher. This is an invaluable opportunity for teachers beginning the new school year and for teachers who are new to our school.

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

As part of our ongoing journey of becoming a Professional Learning Community, a member of staff attended a PLC conference in Melbourne. This was to further inform fortnightly Learning Conversations in which grade teachers meet to discuss goals, targets and improved curriculum in Writing and Maths on a fortnightly basis.

Kindergarten, Year 1 and Year 2 continue to track their students using the Progression. Teachers have attended staff meetings and professional development opportunities held at the Catholic Schools Office to further understand and apply the Progressions.

Two executive staff members attended a three-day workshop on Maths and the application of 'Big Ideas'. This culminated in a further pupil free day in Term 4, facilitated by our schools Leader of Maths/Primary Coordinator and Catholic Schools Office personnel. The staff were provided PD around 'Sequencing the Scope' and provided time and guidance to evaluate our

current Maths Scope and Sequence in the aim to move away from teaching Maths strands 'in isolation' and work on integrated units/concepts over a 2-3 week period.

Two members of staff attended the launch of the new PDH/PE Syllabus. They then brought the information back to a staff meeting. These teachers, plus one other, also participated in writing the new PDH/PE units of work aligned to new PDH/PE syllabus, which were shared with teachers to use within the Maitland/Newcastle Diocese.

Year 5 and 6 continue to be very engaged in using their 1:1 devices for their learning. Meetings are held late in the year for the current Year 4 to prepare for using their own computers the following year. This is supported by our parent body. The teachers have attended professional development to boost their knowledge and use of devices to deliver the curriculum. It is great preparation for the students as they move to high school.

In August, two executive members attended our regions Curriculum focus day which focussed on teaching and applying the English and Science syllabus. We were very proud of our teachers and their use of Data to inform their teaching/programming. Our pedagogy is in line with current research, using regular learning conversations to collaborate and inform our teaching. Our increase in enrolments is also testament of 'word of mouth' recommendations due to our teaching/learning.

## Student Performance in Tests and Examinations

Analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show The percentages of students who achieved particular skill bands in numeracy and The aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

| NAPLAN RESULTS 2019 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|---------------------|-------------------------|----------------------------------|-----------|-------------------------------------|-----------|
|                     |                         | School                           | Australia | School                              | Australia |
| Year 3              | Grammar and Punctuation | 54%                              | 57%       | 9%                                  | 11%       |
|                     | Reading                 | 54%                              | 53%       | 7%                                  | 11%       |
|                     | Writing                 | 59%                              | 51%       | 7%                                  | 6%        |
|                     | Spelling                | 59%                              | 48%       | 11%                                 | 13%       |
|                     | Numeracy                | 41%                              | 40%       | 11%                                 | 12%       |
| NAPLAN RESULTS 2019 |                         | % of students in the top 2 bands |           | % of students in the bottom 2 bands |           |
|                     |                         | School                           | Australia | School                              | Australia |
| Year 5              | Grammar and Punctuation | 52%                              | 34%       | 10%                                 | 17%       |
|                     | Reading                 | 52%                              | 37%       | 3%                                  | 12%       |
|                     | Writing                 | 16%                              | 17%       | 13%                                 | 19%       |
|                     | Spelling                | 36%                              | 34%       | 3%                                  | 14%       |
|                     | Numeracy                | 45%                              | 29%       | 7%                                  | 14%       |

---

## Pastoral Care and Student Wellbeing

---

### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at [www.mn.catholic.edu.au/about/policies](http://www.mn.catholic.edu.au/about/policies)

There were no changes to the policy in 2019.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

### Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

## Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

## Initiatives promoting respect and responsibility

The school's vision and mission Statement has a focus on Christian values, with particular emphasis on 'the courage to live the Gospel through respect, compassion and service to others.' Students are encouraged to always respect others, be responsible for their own actions and contribute to both the local community and wider society. Examples of this commitment and the promotion of respect and responsibility throughout 2019 included participation in Diocesan and community events such as the local ANZAC Dawn and Remembrance Day Services, the Wallsend Fair, Project Compassion, Mission Month and Catholic Schools Week Celebrations. The choir also performed at various masses during the year and at the Wallsend Fair. The school's involvement in Social Justice initiatives included fundraising for various causes. On St Patrick's Day money was raised to continue our support of Catholic Mission. Donations were also made to Project Compassion, Caritas Australia and St Vincent de Paul Society. Senior students were inserviced on Pope Francis' Encyclical, *Laudato Si'*, about caring for our environment. Year 4 students raised funds for Mercy Works and attended a workshop on Mercy Works.

All students at St Patrick's also participated in 'You Can Do It Too' Well Being Program. In 2019 we also introduced 'Making Jesus Real' Well Being activities across the entire school. We feel both these programs/activities complement each other and help build 'resilience' strategies across the school for our students.



---

## School Improvement

---

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

### Key Improvements Achieved

Teachers tracked individual student progress in writing on the progressions and used this data to inform teacher programs. Teachers developed common formative assessments and rubrics for writing, based on the learning Progressions and NAPLAN marking rubrics, during learning conversations and measured student progress fortnightly.

Teachers tracking individual student progress in Quantifying Numbers and Additive Strategies on the Numeracy Progressions(K-2).

Maths Word Walls in classrooms and evidence of maths vocabulary and explicit teaching of problem solving strategies in teaching in programs.

Opportunities for participation in the Tournament of the Minds competition, Maths and Spelling Bees, Drama Group and End of Year Concerts and ICAS assessments.

Professional Learning Days (Maths and Writing) with CSO Educational Officer with a focus on differentiation.

In class support from Leading Teacher as an Instructional Leader to build teacher capacity.

Tracking Data on a flat-file (K-6) and analysing data during learning conversations. Evidence of data informed intervention programs, planned, delivered and growth monitored for all targeted students.

Weekly targeted maths groups, based on needs and monitored through the Numeracy progressions.

All students achieved Phonological Awareness targets by the end of Yr2 and tracked on the literacy progressions. rming teaching in teacher work programs.

### Priority Key Improvements for Next Year

Measurable improvement in learning outcomes and growth for all students in Literacy. Measurable improvement in learning outcomes and growth for all students in Numeracy.

Professional Learning to increase teacher knowledge of having students working mathematically, teaching word problems and teaching maths vocabulary.

Student improvement in NAPLAN results with no child in BANDS 1 + 2 and 10% improvement into BANDS 5 + 6 across all areas of Maths

A focused approach to the education of all students including Gifted students, providing opportunities for these students to develop their talents and achieve individual learning goals

Build capacity at tier 1 level for teachers to deliver effective differentiated practices in the classroom as part of daily teaching.

Using data to identify high achieving students, particularly in literacy and maths.

Identifying students achieving outcomes during Learning Conversations and collaborating with colleagues to develop appropriate learning outcomes for these students.

Implement, monitor and evaluate MiniLit, MultiLit and Oral Reading Fluency programs for identified students, based on data. Track individual student progress to ensure student growth.

Implement Tier 2 intervention for numeracy, based on data from Sena and the progressions.

Implement, monitor and evaluate phonological awareness program for students K-2 not responding to Tier1 instruction.

---

## Community Satisfaction

---

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

There was a high level of satisfaction and continued large attendance at school functions and events such as the St Patrick's Day and Catholic Schools Week celebrations, the End of Year Presentation Night and special events such as Father's Day, Mother's Day and Grandparent's Day.

Opportunities for parents to be further involved in the school through initiatives such as Parent workshops, information meetings, Volunteer Inductions and a number of surveys were also well received and supported.

An Open Day was held during Catholic Schools Week, attracting new and existing parents and families and there was a very positive response from those who attended.

A good reputation and standing in the community resulted in a continued increase in student enrolments during 2019. Kindergarten intake for 2020 was the biggest numbers to date, totalling 56 students enrolling.

### Student satisfaction

The biggest measure of student satisfaction during 2019 was their continued enthusiasm and positive engagement and involvement in a range of spiritual, academic, cultural and sporting activities and their participation in a number of extra curricula programs including the school choir, drama and guitar groups.

Their willingness to attend diocesan and local community functions and organisations was also a sign of their satisfaction and pride in representing their school. We are asking our students to chase their 'Personal Best' across all areas here at St Patrick's and we believe they are doing just that.

### Teacher satisfaction

Staff are satisfied at school based on their high level of involvement in all aspects of school life, their attendance at functions, enthusiasm and responsiveness to teaching and learning and their willingness to participate in Professional Learning opportunities. They have also worked extremely hard to improve the school and increase enrolments. Their participation and growth in capacity evident in 'learning conversations' was positive and very professional.

---

## Financial Statement

---

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

School Financial Information for the 2019 year is detailed below:

| Recurrent and Capital Income 2019          |                  |
|--|------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$2593675        |
| Government Capital Grants <sup>2</sup>     | \$0              |
| State Recurrent Grants <sup>3</sup>        | \$754784         |
| Fees and Private Income <sup>4</sup>       | \$561678         |
| Interest Subsidy Grants                    | \$16311          |
| Other Capital Income <sup>5</sup>          | \$156876         |
| <b>Total Income</b>                        | <b>\$4083324</b> |

| Recurrent and Capital Expenditure 2019     |                  |
|--|------------------|
| Capital Expenditure <sup>6</sup>           | \$1020776        |
| Salaries and Related Expenses <sup>7</sup> | \$3003256        |
| Non-Salary Expenses <sup>8</sup>           | \$767923         |
| <b>Total Expenditure</b>                   | <b>\$4791955</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2019 REPORT