



**CATHOLIC EDUCATION**  
**WILCANNIA-FORBES**

# 2022

## ANNUAL SCHOOL REPORT



**St Patrick's Parish School**

108-116 Bathurst St, BREWARRINA 2839

Principal: Mrs Lindi O'Connell

Web: [www.wf.catholic.edu.au/schools/brewarrina/](http://www.wf.catholic.edu.au/schools/brewarrina/)

---

## About this report

---

St Patrick's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO 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') demonstrates accountability to regulatory bodies and the CEO. 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.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) 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 also be obtained from the [My School website](#).

---

## Message from key groups in our community

---

### Principal's Message

During this year we have once again endured some challenges due to the impact of coronavirus on our community and our school. Also, in Term 4 the flood waters impacted many of our students as they were unable to travel to school due to road closures. Roads continued to close and eventually, all roads out of Brewarrina were closed. Some students worked from home, while others caught the boat to and from school each day with the SES volunteers. The uncertainty of the flood waters caused stress and anxiety among staff, students and the wider community.

We have continued to focus on high expectations relationships and wellbeing, which have permeated everything we do. In Term 2 the Year 5/6 School Leaders led the school in the Peer Support Program. This was a very positive leadership experience for the 5/6 students as it developed their skills and stronger relationships with the teachers and students. Students have strived to be respectful learners who build, maintain and restore healthy relationships. Their positive attitude towards learning and working collaboratively has seen all of our students make very positive gains in both Literacy and Numeracy.

We have also focussed on differentiation across all Key Learning Areas, particularly in English and Mathematics so we could support the individual learning of all students, maximise each student's growth and teach every student based on data collected from a variety of sources.

I feel so incredibly blessed and honoured to be part of this amazing little school and the community that surrounds us.

### Parent Body Message

I am new to the Australian education system and have been trying to understand the curriculum and learning methods which are quite different to what I am used to. My daughter attended school in India before she moved to Australia and started school in Year One at St Patrick's in May 2021.

Being part of the Parish/School Advisory Committee and attending meetings, I have been able to understand the functioning of the school better. It has given me an insight into the extra roles and responsibilities that the teachers and staff at the school need to undertake for the smooth functioning of the school.

All staff members work hard to assist students with their holistic development. They also nurture individual students according to their specific needs as each and every child has different needs.

The staff has been great with my daughter who did not speak English when she started. Everyone managed the language barrier so well that it was never an issue. She looks forward to going to school every day.

On behalf of the parents of the school, I would like to thank each and every one of the staff for the continued hard work and dedication they all show.

### Student Body Message

2022 turned out to be a year to remember. Floods and COVID presented challenges for us, although we still managed to do great learning.

The year started with students in the 5/6 Class completing a 2-day Peer Support Leadership training program which prepared us to lead Peer Support groups across the school every Tuesday afternoon in Term 2. This year we got into the St Patrick's Day spirit by raising money for those who live in poverty. The St Patrick's Day cake stall was a huge hit with all the students, and we felt good that our money was going to Caritas. The afternoon was also a blast, with the leaders organising and leading fun games for all students. To end Term 1, we reflected on Jesus' crucifixion and the whole school performed key moments at the end of Jesus' life. Many parents and family members attended. We will carry these values and works of God with us into the future, just like St Patrick.

Term 2 continued to be jam-packed with learning, but it was also filled with great sporting activities and events. We had a number of visiting sports groups attend St Patrick's such as the Rugby Union Coaching Clinic, N.S.W Cricket, and Golf. All the students had an opportunity to show off their sporting talents and learn new skills. During this part of the year, we also held our Athletics and Cross Country carnivals. We even had some students get selected for the Diocesan level.

With all the uncertainty of COVID, we were looking forward to getting out of town, hitting the road and going on the 4/5/6 school camp to Lake Keepit. Our days were filled with fun, challenging games and activities that helped bring out our leadership qualities, that challenged us and put us out of our comfort zone.

Despite all the challenges 2022 had thrown at us, like COVID and the floods, we still managed to keep our faith strong just like our Patron Saint, Saint Patrick.

We will always miss St Patrick's Parish School.

*Year 6 Leaders*

---

## School Features

---

St Patrick's Parish Primary School is a Catholic systemic co-educational school located in Brewarrina. The School caters for students from Kindergarten to Year 6, and has a current enrolment of 45 students, with 78% identifying as Aboriginal.

In 1894 the Sisters of Mercy from Bourke came to Brewarrina to establish our Catholic School. The generosity and hard work of the pioneer sisters and those who followed, right up until the early 1990s, have given the school an enduring ethic of dedication and compassion. Many of the present-day parents, grandparents and staff were educated here and owe their early education to the Sisters.

As a school community, we strive to live our school motto: Safe, respectful learners just like St Patrick. Strong and Smart. We seek to follow the examples of Jesus and our patron St Patrick, every day.

Our achievements for 2022 include:

- Engagement of parents and families with Parent and Family nights that included goal-setting meetings and Personalised Learning Plans, with high attendance.
- Parish/ School Advisory Committee which includes the Parish Priest, Principal, Religious Education Coordinator and two parent representatives
- Parents & Friends Association
- 4/5/6 Youth Retreats with Tom McKeown, the Youth coordinator, from CEWF.
- Weekly School/ Parish Masses, when a priest was available
- Participation in local events including ANZAC Day, CCCC Art Exhibition Remembrance Day, NAIDOC Week celebrations.
- Term 4 2023 Kindergarten Transition Program
- Daily Breakfast Club and Fruit Breaks
- Life Education Van
- Book Week activities
- Visits from health professionals eg-Dental
- Year 4/5/6 excursion to Lake Keepit
- K-3 Taronga Zoo visit
- Questacon zooms and visit

Once again being able to have our Year 6 Graduation and End of Year concert with families and community members was a very special highlight after the past few years of restrictions.

---

## Student Profile

---

### Student Enrolment

St Patrick's Parish 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 2022:

Girls	Boys	LBOTE*	Total Students
28	17	0	45

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes 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 schools within the Diocese of Wilcannia-Forbes.
- 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 2022 was 78.67%. 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
71.60	73.80	85.30	74.30	76.70	91.60	77.40

## Managing Student Non-Attendance

Regular attendance at St Patrick's Parish 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 Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools 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.

---

## Staffing Profile

---

### Staffing Profile

The following information describes the staffing profile for 2022:

Total number of staff	12
Number of full time teaching staff	6
Number of part time teaching staff	0
Number of non-teaching staff	6

### Total number of teaching staff by NESA category

Teachers at St Patrick's Parish 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 9 teachers
- Provisional 15 teachers
- Proficient 217 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 Education Office (CEO).

St Patrick's Parish 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. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.



## Summary of professional learning at this school

### Day 1:

- Child Protection and the Non-Negotiables for Catholic Schools and Catholic Education.
- All staff were trained in the area of Child Protection and given an opportunity to write, review and consult on St Patrick's Annual Improvement Plan. In line with the Non-Negotiables for Catholic Schools and the Catholic Education Office in the Diocese of Wilcannia-Forbes Parameter 14: Shared Responsibility and Accountability.
- Read and discussed school policies and procedures

### Day 2 & 3:

- DIBELS PL -is a set of procedures and measures for assessing the acquisition of a set of K-8 literacy skills, such as phonemic awareness, alphabetic principle, accuracy, fluency, and comprehension.
- DIBELS scores are used for instructional decision-making- to identify students who need additional instructional support and monitoring response to intervention.

### Day 4:

- New K-2 Mathematics Syllabus.Evidence and research behind the new K-2 Mathematics Syllabus.
- Exploring the essential elements for Early Stage One and Stage 1 curriculum.  
Breakdown:
  - What is new and what is the same?
  - What does this mean for classroom programming?

### Day 5:

- New K-2 English Syllabus - Developing new Scope & Sequence and Implementation of new K-2 English Syllabus planning day.
- Reflection on Current Practice & Developing Future Goals for 2023.

### Day 6:

- RE Faith Formation Day - 'Finding Peace in Uncertain Times' Prayer, Scripture and Reflections to enrich faith and wellbeing.

---

## Catholic Identity and Mission

---

Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Patrick's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Every student at St Patrick's Parish School is actively involved in the prayer and liturgical life of the school. In Term One our Parish Priest, Father Ravi Muvvala, travelled from Bourke every Friday for a school mass and stayed in Brewarrina for a Parish mass on Saturday. Unfortunately, when Fr Ravi's health declined we were without a priest for most of the year. In Term 4 Fr Oche Matutina moved to Bourke from Melbourne, but unfortunately, the floods prevented him from travelling to Brewarrina for most Masses and sacraments during Term 4. We were able to fly him from Bourke to Brewarrina for our End of Year Graduation Mass.

Other special masses and prayer services celebrated throughout the year include the feast of St Patrick, Catholic Schools Week, Our Lady Help of Christians, Our Lady of Perpetual Help, St Mary of the Cross and Our Lady of the Rosary, to name a few. The children are actively involved in these celebrations through readings, offertory, prayers of intercession, singing of hymns and praying the Rosary.

The sacramental program is cyclic due to our small numbers. This year we had six students prepare to receive the sacrament of Holy Communion for the first time, but due to the flood waters, we had to postpone the sacrament until Term 1 2023.

The school has a strong emphasis on prayer. Students pray the school prayer together every morning and a Guardian Angel prayer together every afternoon. Throughout the day students pray together in their classes. All staff and students pray The Angelus daily at 12:00 noon.

St Patrick's Parish School is a central part of our St Patrick's Parish. The staff members of St Patrick's are involved in the life of the parish through participation in the liturgies and some morning teas after mass. The students and families are invited to connect with the parish community through participation and inclusion in parish masses and activities.

The principal is a member of the Parish Council and regularly attends meetings. She is also responsible for the payment of bills and the organisation of meetings.

The parish community is invited to all school events and we keep them informed through our school newsletters, which are placed at the back of the church each fortnight.

Our Catholic faith is central to all that we do in our school. Jesus modelled kindness, compassion, and forgiveness for all mankind to follow and at St Patrick's we commit to doing the same every day at school.

---

## Curriculum, Learning and Teaching

---

St Patrick's Parish 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 (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Patrick's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum. The School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

Educating in Christ is the CEWF Religious Education Curriculum where students participate in learning experiences that are aligned to the liturgical seasons of the Catholic church. The spiral content increases in complexity from year to year and reinforces previous learning. The methodology is based on the work of Maria Montessori and Sofia Cavalletti. The primary goal of the curriculum is to bring each student into closer intimacy with Jesus Christ.

The Stronger Smarter philosophy of high expectations relationships has permeated all aspects of life at St Patrick's; academically, socially, emotionally and culturally.

"The Stronger Smarter philosophy honours a positive sense of cultural identity, acknowledges and embraces positive community leadership, enabling innovative and dynamic approaches and processes that are anchored by high expectations relationships.' (Stronger Smarter Institute)

The Aboriginal Education Workers (AEWs), with the support of the CEO Aboriginal Education Support Officer, Principal and classroom teachers, teach a Language Program each week based on significant local cultural aspects of the community and the local Ngemba language. Our AEWs also continuously strive to build ties between home and school and are instrumental in supporting children academically, socially and emotionally.

During 2023 curriculum development has continued to be a high priority. We have continued to develop our Literacy and Numeracy practices. Staff continued to embed their learning from the AISNSW Early Literacy Project to effectively teach all students to read. The program targets high-impact, evidence-based teaching strategies to improve reading skills. The

program empowered the teachers to use systematic, direct and explicit instructional strategies to enhance students' literacy skills. We have been very excited by the data that shows the growth and development of all students from Kindergarten to Year 6.

Extending Mathematical Understanding (EMU) has continued to grow in strength throughout the year. Professional development for staff ensured a consistent approach across the school. Student data was gathered each term so we could monitor growth and ensure that our classroom practices and intervention programs were meeting the needs of each individual student.

Technology is a major focus with each student having their own Chromebook. It is embraced and used in all Key Learning Areas with teachers having access to interactive whiteboards in each classroom. The use of online programs for Literacy and Numeracy are used regularly to enhance the students' learning.

Wellbeing, behaviour and social-emotional learning have also been a high priority throughout the year. We have classroom programs tailored to the needs of each class and we were fortunate to access the services of a counsellor from Dubbo who conducted lessons in each classroom around emotional regulation. This provided valuable professional learning for teachers and a bank of skills for students to call upon when feeling stressed, challenged, or overwhelmed.

---

## Student Performance in Tests and Examinations

---

### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN at St Patrick's Parish School for 2022 is compared to these standards. The percentages of students achieving at or above these national minimum standards, and the percentages of students in the top two bands are reported in the table.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
<b>Year 3</b>	<b>Grammar and Punctuation</b>	0%	52%	14%	12%
	<b>Reading</b>	14%	54%	29%	11%
	<b>Writing</b>	25%	50%	0%	7%
	<b>Spelling</b>	43%	48%	14%	15%
	<b>Numeracy</b>	0%	34%	50%	15%

NAPLAN RESULTS 2022		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	0%	31%	67%	14%
	Reading	0%	39%	33%	11%
	Writing	0%	25%	100%	18%
	Spelling	0%	37%	67%	14%
	Numeracy	0%	25%	67%	16%

---

## 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 Wellbeing and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 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.

Further information about this and other related policies may be obtained from the CEWF website or by contacting the Catholic Education Office.

The Wellbeing and Pastoral Care Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Behaviour Management and Student Discipline Policy was reviewed in 2022 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.



## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Anti-Bullying Policy was reviewed in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the Catholic Education Office.

The Concerns and Complaints Handling Policy was reviewed in 2021 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

With our school motto 'Safe, Respectful Learners Just Like St Patrick. Strong and Smart' and our new diocesan Religious Education Curriculum we, as a school community, ensure that values of respect, kindness and compassion are expected and celebrated behaviours. A true culture of care is evident and experienced each day within our school community.

'Strong and Smart' in our school motto reflects the Stronger Smarter journey that our school is on. The Principal and other staff members have previously attended the Stronger Smarter

training. The Stronger Smarter philosophy acknowledges and respects the dignity of every human being. The whole staff engage in Stronger Smarter practices. The philosophy aligns with restorative practices which are embedded in the school to nurture and restore relationships. The values of compassion, empathy, kindness, tolerance and reconciliation underpin all we do at St Patrick's and are promoted in the community through newsletters, assemblies and community involvement in school events.

Our Behaviour Policy, called the Positive Behaviour For Learning at St Patrick's is evident in every classroom. A consistent Positive Behaviour for Learning system affirms positive behaviour and responds to unacceptable behaviour in a consistent manner. We also follow a consistent 'Playground Behaviour System' that follows a similar process to the 'Classroom Behaviour System'. Our High Expectations Behaviour Chart, that is collaboratively created with the whole school, clearly defines expected behaviours at St Patrick's that all students aspire to achieve.

---

## School Improvement

---

The focus for St Patrick's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Patrick's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual School Priority One for 2022**

To further the goal of bringing students into closer intimacy with Christ, by continuing to implement Educating in Christ, with emphasis on moral formation and teaching to pray.

#### **Reason for Priority 1:**

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school, with an emphasis on moral formation and teaching students to pray.

#### **Steps taken to achieve priority 1:**

- staff members received continued professional development to enable them to incorporate the dimensions of moral formation and teaching to pray,
- using the Religious Education Curriculum "Educating in Christ" through a professional development day - Moral Formation and Teaching to Pray and beginning the cyclical implementation and revisiting of Level B formation.

#### **Status of Priority 1:**

- Achieved

#### **Annual School Priority Two for 2022**

To continue to embed the most effective way to teach all students to read.

### **Reason for Priority 2:**

- Learnings from the Early Literacy Project will target high-impact, evidence-based teaching strategies to improve reading skills and growth.

### **Steps taken to achieve priority 2:**

- improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs
- empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children
- use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching
- reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and reviewing

### **Status of Priority 2:**

- Ongoing

## **Priority Key Improvements for Next Year**

### **2023 Improvement Priority One:**

Continue to implement the new diocesan Religious Education Curriculum

### **Reason for priority 1:**

- Promoting Knowledge of the Faith (inc Scripture, Tradition and the Profession of Faith)
- Sacramental and Liturgical Education:
  - Are grace and courtesy procedures being followed?
  - Is the classroom atmosphere calm and well-ordered?
  - Are the materials available to students and are they being used appropriately?
  - Are art response activities appropriate for the level of the students, easily accessible and being used effectively?
  - Are the students engaged? Can they talk about what they are learning?
  - Is student choice planned for every session?
  - Is the teacher working one-on-one with the students?
  - Is journaling happening successfully?

### **Steps taken to achieve priority 1:**

1. Continual support, feedback and professional learning will be provided as required

2. Upgraded 2023 Scope and Sequence with an emphasis on a variety of Responses, student reflections and journals
3. Professional Development: Contemporary and Practical Teaching Strategies to help 'unlock' the Wonder and Beauty of the Scriptures.

### **2023 Improvement Priority Two:**

St Patrick's Parish School will engage with the document Teaching Elementary School Students to be Effective Writers research to know the most effective way to teach all students to write and improve writing outcomes for all students. The publication targets high-impact, evidence-based teaching strategies to improve writing skills and growth.

This collaborative process will build teacher and Professional Learning Team capacity and efficacy, strengthen instructional and shared leadership across the school, and develop a community of high-expectation practises within the school.

#### **Reason for priority 2:**

The aim is to enable and empower all teachers, using extensive meta-analyses of the empirical evidence through international research, to inform, know, implement and embed pedagogical practices in:

- How to teach writing - explicitly & systematically
- What to teach in Writing

#### **Steps taken to achieve priority 2:**

- Provide daily time for students to write,
- Teach students to use the writing process for a variety of purposes,
- Teach students to become fluent in handwriting, spelling, sentence construction, typing and word processing,
- Create an engaged community of writers.

---

## 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, a variety of processes have been used to gain information about the level of satisfaction with St Patrick's Parish School from parents, students and teachers.

### Parent satisfaction

In a parental survey, all respondents strongly agreed (75%) and agreed (25%) that St Patrick's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst an overwhelming majority of parents agreed that St Patrick's Parish School provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 50% of parents strongly agreed with this statement, whilst 50% agreed. Respondents strongly agreed (50%) and agreed (50%) that school strives to meet the learning needs of their children, whilst all parents agreed (50%) or strongly agreed (50%) that St Patrick's Parish School meets their child's individual learning needs.

75% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 25% agreed with this statement. Seventy-five per cent of parents strongly agreed and twenty-five per cent agreed that St Patrick's Parish School provides a safe and supportive environment for their children.

Over 75% of all respondents strongly agreed that teachers are genuinely interested in the welfare of the students, whilst the remaining 25% agreed with this statement.

### Student satisfaction

Ninety per cent of students at St Patrick's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of their school.

Ninety per cent of students believed that their teacher encouraged them to do their best in school activities, whilst all understanding their rights and responsibilities at school.

All students feel safe at school and believed that St Patrick's Parish School offered them a range of sporting and curriculum choices. All students understood who they could approach for help if needed at school.

## Teacher satisfaction

All staff surveyed enjoy working at St Patrick's Parish School, they classified the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Most staff (86%) agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely (86%) and very reasonable (14%).

All staff felt that the school cared about their professional growth, with 86% of respondents extremely satisfied and 14% moderately satisfied with their teaching experience at St Patrick's Parish School, Brewarrina.

---

## Financial Statement

---

Consistent with the NESAs requirements, financial income and expenditure for St Patrick's Parish School in 2022 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

<b>Recurrent and Capital Income 2022</b>	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,920,432
Government Capital Grants <sup>2</sup>	\$97,530
State Recurrent Grants <sup>3</sup>	\$599,459
Fees and Private Income <sup>4</sup>	\$221,531
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$15,200
<b>Total Income</b>	<b>\$2,854,152</b>

<b>Recurrent and Capital Expenditure 2022</b>	
Capital Expenditure <sup>6</sup>	\$9,115
Salaries and Related Expenses <sup>7</sup>	\$1,243,291
Non-Salary Expenses <sup>8</sup>	\$290,855
<b>Total Expenditure</b>	<b>\$1,543,261</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 2022 REPORT