

2023



St Patrick's Primary School

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 2023 we here at St Patrick's continued to celebrate many rich and varied academic, sporting, cultural and spiritual achievements of our students. These rich events help us to continue to build our strong relationships with our school community, our relationship with the Wallsend - Shortland Parish and the wider community. 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 Mother's Day and Father's Day stall, operating the canteen and our hugely successful school disco in Term 4. Most pleasing, however, were the much-improved academic results of our students in our PAT tests and other tests such as the ICAS and Newcastle Permanent Mathematics Test. Throughout the year ALL was our students chased many learning 'PB's' (personal best) across many curriculum areas.

One of our greatest achievements our school's continued participation in the diocesan wide Leading Learning Collaborative'. From this research we have continued to refine our 'learning conversations' that have now embedded Lyn Sharratt's 'Case Management Approach' and the implementation of our whole school data wall. Our 'learning conversations' continue to focus on improving the individual learning needs of every student at St Patrick's and our specific focus for 2023 was continuing to improve every student reading fluency. These collaborative 'learning conversations' are rich discussions that now embed our knowledgeable others' as an amazing wealth of learning knowledge, wisdom and support for our teachers and students alike. We are very proud of our students' successes both in and out of the classroom during 2023. Copies of this report are available from the school office or from the Catholic Schools Office website.

Parent Body Message

At St Patrick's Wallsend there are many ways in which parents can engage in school life.

There are different volunteer roles, such as working in the canteen, assisting with school excursions and at

It offers an avenue for all families to give feedback and advocate for the school and their children. The families at St Pat's are encouraged and able to support the school through various fundraising activities that are organised throughout the year. These are exciting events that are much anticipated by the children, especially the Mother's and Father's Day stalls and our St Patrick's day celebrations.

Communication with parents is frequent and varied. Different apps are used to communicate with families showing videos and photos. These are posted to update families on their child's day. The Compass app keeps families notified with alerts, notifications and newsletters, etc. Face to face meetings are arranged when requested or required and phone calls to parents or caregivers are also made on occasion. Parent teacher interviews are held each year to discuss each child's progress and goals. The school's Facebook page is also used to communicate information to the greater community.

[Student Body Message](#)

Being in Stage 3 at St. Patrick's has been a great experience as we have been part of

School Features

St Patrick's Primary School was founded in January 1883 by the Sisters of Mercy. They commenced teaching in a stone church on the hill in Macquarie Street. In 1902, a new brick school was erected on the other side of

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 2023: Additional information can be

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Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2023:

Total number of staff	34
Number of full time teaching staff	15
Number of part time teaching staff	12
Number of non-teaching staff	7

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 107 teachers
- Provisional 69 teachers
- Proficient 1887 teachers
- 4 Highly Accomplished teacher
- 1 Lead teacher

Additionally, there are approximately 10 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.

In regard to learning, Kindergarten and Year 1 implemented a new Religious Education curriculum which focused on a pedagogy of encounter in 2023. Our Year 6 students completed the diocese's religious literacy test, achieving above the average.

In 2023 our Mini Vinnies Lunch Club continued. It is here that a group of students from various grades gather to support the Religious Education Coordinator in being the on-site faces of Jesus. They delivered Project Compassion boxes during the season of Lent and promoted the Vinnies Winter Appeal. They additionally presented classroom liturgies, created posters to advertise initiatives, and performed musical and dance pieces for several masses.

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 Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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The Catholic Schools Office Learning Framework is bringing together structures, that relate to quality learning and experiences in schools across the Diocese. It is 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

St Patrick's continues to develop into a true Professional Learning Community through a focus on learning, using data to inform teaching. The Maitland/Newcastle Diocese initiative 'Leading, Learning, Collaborative', led by Lyn Sharratt continued in 2023 and further consolidated our whole school belief, commitment and understanding of what a true professional learning community is. Fortnightly Learning Conversations continued to be embedded common practice, as an ongoing collaborative process with teacher grade partners, facilitated by an executive member and often attend by a 'knowledgeable other.'

Learning Conversations this year focused on Reading, and later in



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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 Student Wellbeing and Pastoral Care Policy 2022 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Student 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.

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.

[Initiatives promoting respect and responsibility](#)

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displayed our Mercy Values of Courage, Hospitality, Respect, Justice, Compassion and Service.

In Learning, continuing in our three-year plan, our staff participated in professional learning in Spelling, using 'Little Learners Love Literacy' in Kindergarten to Year 2, and 'Spelling for Life' in Years 3-6. These phoneme-based

newest English curriculum from Kinder to Year 6. We look forward to sharing our relevant data and successes with you in next year's annual school report.

Community Satisfaction

Consultation with parents, students and

Student satisfaction

The surveys are every other year, our next survey will be in 2024. But this is what was said in 2022;

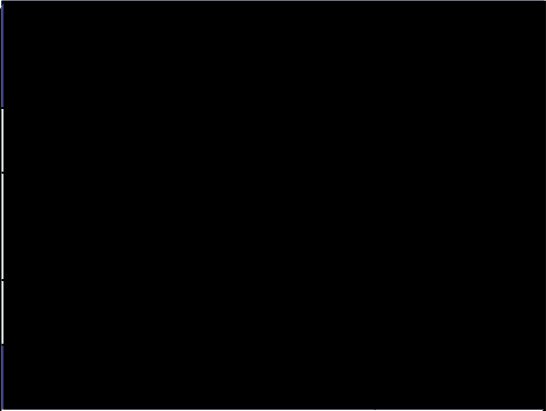
Student Outcomes and School Climate Data was gathered from years four to six on Social-Emotional Outcomes, Drivers of Student Outcomes, Safeguarding and Faith Life. Some main points are summarized below.

Social and Emotional Outcomes covered areas such as sport, belonging and relationships. A high number of students at St Patrick's report participating in sport and other extracurricular activities. They also replied that they felt accepted by their peers and others at school. This was supported by a sense of having friends they could trust and who would encourage them to make positive choices. Learners reported valuing school outcomes but did not report an abundance of positive homework behaviours. St Patrick's students reported being motivated to learn and the school has a high number of children who do not present with inappropriate or disruptive behaviour. Students reported that they felt the school taught them what to do if feeling unsafe around an adult or child. Furthermore, their responses indicated that they knew the school would help them they report that they or their friends felt unsafe. When replying to the Faith Life portion of the survey, students replied that the school helped them to understand how to join in with school prayer and liturgies. According to responses, St. Patrick's students are shown what it means to live like Jesus and have opportunities to learn about Jesus outside of the classroom. Learners also know why the school cares about others which helps them to make a difference in the world. Religion lessons were also cited as the reason that school helps the



Recurrent and Capital Income 2023

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	\$0
	941,200
	\$882,000
	\$



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8.

