



CATHOLIC EDUCATION
WILCANNIA-FORBES

2022

ANNUAL SCHOOL REPORT



St Patrick's Parish School

1 Austin St, TRUNDLE 2875

Principal: Mrs Judith Ryan

Web: www.wf.catholic.edu.au/schools/trundle/

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

I began my role as Principal of St Patrick's Parish School in 2022 and feel honoured and blessed to be part of such a wonderful community. The Staff, Students, and Parents have warmly welcomed me into the school. It is my goal to give my best to the school community, especially the students and to provide them with the best opportunities possible.

The School Motto at St Patrick's Parish School, Trundle is "Live, Love, Learn". The spiritual development of each child within the Catholic tradition is central to the life of our school as we endeavour to lead children to have a sense of God in their lives and to understand the mission of Jesus.

School staff members are focused on pedagogy that reflects effective teaching and learning. Teachers strive to provide learning experiences that engage our students and extend and deepen students' knowledge and understanding. Collaborative planning sessions have provided staff with the opportunity to review student data and to use this information to drive the planning, programming, and intervention processes. Student achievement has been closely tracked from Kindergarten through to Year 6.

Thank you also to the Parents and Friends Association (P&F) for the many ways they have supported the school in organising both social and fundraising initiatives that have strengthened the sense of community. Throughout the year, students, staff and the parent community have displayed the unique St Pat's spirit in everything they have undertaken.

This report is a tribute to their efforts and achievements and I congratulate all students, staff, and the parent community on their commitment, dedication, and success. It is hoped this report not only provides some snapshots of 2022 but also a sense of who we are as a community as well as what we value and believe.

Parent Body Message

The St Patrick's Parish School Advisory Committee and St Patrick's Parents and Friends Association would like to thank the staff, children, parents and community of Trundle for their generous support during 2022.

The school has continued to promote a culture of parental involvement with student leadership and shared responsibility. Various opportunities for parents to be engaged in the life of the school have been encouraged by the principal and the Parents & Friends group. Parents feel welcome and are encouraged to attend meetings and social events where there is an opportunity to contribute ideas.

Major fundraising projects for 2022 have involved catering, athletics carnivals, and The annual Bush Tucker Day. The School Cook Book continues to make good sales as well.

Parents, staff and students worked together as a team to continue the tradition of St Patrick's Parish School by providing excellent educational opportunities for all. St Patrick's School Parents and Friends would like to acknowledge the staff of St Patrick's School, for their continuous support of the Parents and Friends Association. We greatly appreciate all they do.

St Patrick's School Trundle Parents & Friends Association 2022

St Patrick's School Trundle School Advisory Committee 2022

Student Body Message

2022 saw three Year 6 students take on the role of School Leader. It was an honour to have this role. There was an Induction Ceremony within a weekly School Mass and invited family and friends joined us.

We had a key responsibility to lead the weekly school assemblies and be responsible for altar serving at School Masses. Together we organised small fund-raising events each term and helped organise the school swimming carnival, cross country, and athletics carnivals.

We welcomed visitors into our school. We had regular meetings with our classroom teacher and the principal to help us reflect on our role as leaders and see what other ways we could assist the school. We had a key responsibility to mentor the Year 5 students, developing their leadership skills.

As School Leaders, we also lead the Mini-Vinnies group in fundraising. We also participated in our parish Youth Group activities hosted by the Leader of Youth Ministry in the Wilcannia-Forbes Diocese.

Year 6 representatives

School Features

St Patrick's Parish Primary School is a Catholic systemic co-educational school located in Trundle. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 31. The Sisters of Mercy commenced teaching in Trundle in 1924. The current school was constructed in 1927. St Patrick's occupies a central site in Trundle.

There are 3 original classrooms with an old church attached to the rear of the original school. This is now the school hall area. A new administration block comprising a library, resource room, staff room, toilets, interview room, secretary's and principal's office was constructed in 2002. Through the Building the Education Revolution Program, modern toilet facilities and a covered outdoor learning area have been completed and were officially opened in 2011.

As a school the staff seek to nurture the diversity of learners in the community, encouraging each student to fulfil their academic and personal potential in a culture of care and respect. The school motto 'Live, Love, Learn' calls everyone to take the wisdom and understanding that comes with education and combine it with the school values - respect, service, justice, hope and celebration, so that all may truly live a life modelled on that of Jesus and his care for people.

St Patrick's is committed to supporting the wellbeing of all students by creating a safe, supportive, respectful and engaging learning community. Students are encouraged to become involved in the wealth of available programs and pursuits on offer from sports to social justice projects and whole school events such as the swimming and athletics carnivals, gala days, and youth ministry activities which provide wonderful opportunities for faith development.

At St Patrick's the staff believe in working with parents and carers to provide the best possible environment for each student's overall academic achievement and wellbeing. Working in partnership with parents and carers, the staff aim to nurture and support all students to understand and accept their own individuality, their gifts, challenges and strengths in a caring environment.

The staff of St Patrick's, together with the Parish Priest, and under the direction of the Wilcannia Forbes Catholic Education Office continue to meet the educational and spiritual needs of students from the parish of St Michaels'. The welfare of each child and their family, as well as the development of a deep sense of community, was recognised as the shared responsibility of the priest, staff, students and parents, and carers of the school.

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
18	13	0	31

* 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 85.16%. 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
80.70	87.00	89.60	82.00	82.30	87.00	87.50

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	11
Number of full time teaching staff	4
Number of part time teaching staff	2
Number of non-teaching staff	5

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:

- Overview of 2022 School year with a focus on Assessment Leading Learning

Day 2:

- DIBELS Training 2 Day 1/Episode 2 Dynamic Indicators of Basic Early Literacy Skills: a set of procedures and measures for assessing the acquisition of literacy skills.

Day 3:

- Mathematics. K-2 Maths syllabus Introduction

Day 4:

- Religious Education - RE Day - Mission

Day 5:

- ASIP & Data Analysis

Other Professional Learning by staff:

- SALT Training
- Child Protection Training (Staff meeting each term)
- Principal Compliance Workshop
- REC Conference
- New K-2 English Syllabus - Literacy Instructional Leader Training
- EMU Forum - Numeracy Instructional Leader
- Berry Street (Days 3 & 4 of 4)
- Inclusive Education PD
- Religious Education 12 Foundations (Staff Meeting 1)
- NAPLAN Training (3 x modules)
- NCCD Moderation (Staff Meeting)
- New K-2 Mathematics Syllabus - Numeracy Instructional Leaders Training

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.

St Patrick's Parish School shares in the Diocesan mission to Proclaim and give witness to the essential message of Christ. Each student is gently guided as they pursue their own personal relationship with Christ. The rich diocesan Religious Education program, allows the children to make their own connections with God.

The mission of the school is to provide excellent Catholic education, through quality teaching and learning, providing a safe and creative learning environment, challenging students to strive for academic excellence and being a place where faith and values are enriched and shared within the Catholic tradition. Each week the children attend Mass or a Liturgy of the Word, with the preparation of readings, offertory and prayers of the faithful belonging to them. The children also attend Reconciliation when arranged by the Parish Priest.

The school recognises the different contexts of parents and families as well as those of their staff and students. The formation of our students is not limited to the Religious Education program offered in the classroom. The formation of students permeates the whole life and environment of the school. This occurs in a number of ways such as sacramental preparation, youth ministry, opportunities for participation in practical outreach and support for Catholic agencies such as Catholic Mission, Caritas and St Vincent de Paul.

As a Catholic School, within the Parish Community, our keystone is the Gospel Values of Jesus who is our model. We are committed to the development of the whole person ensuring the integration of Faith, life and culture.

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.

During 2022, we have continued to focus on the school's Annual School Improvement Plan, which incorporates the Early Literacy Project (ELP) goals for teaching students the most effective way to read and the Religious Education program 'Educating in Christ'.

Teachers have been engaged in professional development for the implementation of high-yield strategies to improve student outcomes. This professional development is based on the research of Michael Fullan and Lyn Sharratt (14 Parameters).

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.

Aboriginal perspectives are included in all Key Learning Areas, especially Religious Education. Aboriginal literature is included in the English syllabus. We were able to celebrate NAIDOC day with a full day of activities for the students, led by our AEW.

Technology is integrated into all KLA's and is seen as a vital learning tool for staff and students. As part of the diocesan commitment to 21st Century Learning, every child has access to a personal Chromebook. This involves a Buy your Own Device Arrangement with parents.

In 2021 our school participated in the Early Literacy Project, facilitated by the Australian Independent Schools. The AIS NSW Early Literacy Project is designed to support schools to ensure teachers are equipped to teach essential literacy skills and students have access to a high-quality education where they can reach their full potential. This is a systemic initiative, which all Diocesan Schools will complete over the next few years.

Students had opportunities to represent the school in various sports at the Diocesan, Polding and National levels. In 2022, our school continued to implement initiatives that redesigned our learning spaces to cater for diverse learning needs. Many opportunities were provided for students beyond the classrooms with excursions for all grades.

Students with additional needs enrolled at St Patrick's School all have a Personalised Plan. School staff have worked closely with staff from the Catholic Education Office to access assessments and advice from professionals to form appropriate individualised programs. We work closely with regional Allied Health professionals and representatives of Royal Far West and the Mid North Coast Health team. 2022 has also seen the school continue developing a close working relationship with Royal Far West and Mid North Coast Allied Health. Working in partnership has involved the school, parents and local clinicians. The Telecare for Kids program has offered assessment, therapy and capacity building for teachers and parents, covering speech, occupational therapy, and psychology disciplines. These programs are evidence-informed, delivered by specialist paediatric allied health staff, and have enabled many students in 2022 to achieve their goals.

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
Year 3	Grammar and Punctuation	43%	52%	57%	12%
	Reading	29%	54%	57%	11%
	Writing	14%	50%	43%	7%
	Spelling	14%	48%	43%	15%
	Numeracy	29%	34%	57%	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	25%	31%	0%	14%
	Reading	50%	39%	0%	11%
	Writing	50%	25%	0%	18%
	Spelling	50%	37%	0%	14%
	Numeracy	25%	25%	0%	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. We endeavour to ensure respect for others is consistently taught and demonstrated across all facets of school life. The Christian values, which are the antithesis of bullying, are continually affirmed in words and actions in all stage levels throughout the school.

Strategies to promote respect and responsibility fall within the following broad categories: 'Moral Education' in the context of religious education, liturgies and assemblies where the

value of the individual is affirmed and the importance of qualities such as compassion, kindness, reconciliation, tolerance, respect and justice are encouraged.

Sustained implementation of the Restorative Practices Framework has provided the opportunity to teach more positive ways of resolving conflict, such as working cooperatively within the classroom and playground whilst maintaining the dignity of the individual staff and students as role models, particularly those in leadership roles such as peer support and school captain.

Counselling is provided through the Royal Far West (RFW) Telecare program or other support services are provided when needed for all members of the school community and parents are supported through information seminars and support networks. RFW and the Be You website provide an avenue to promote respect and responsibility through nurturing the social and mental well-being of students.

- Making Jesus Real (MJR) initiatives throughout the school
- Peer Support program.
- Year 6 students facilitate peer lead groups around student well-being.
- Mini Vinnies has focused on social justice issues and pastoral care issues.
- Religious Education lessons.
- Restorative Practices initiatives.
- Leading school assemblies for school captains.
- Altar serving for school and parish masses.
- Newsletter MJR and Restorative Practices weekly focus areas.
- Stage Three students have weekly jobs to do around the school.
- Buddy system for new students to the school.

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 implementing the new diocesan Religious Education Curriculum in all classes throughout the school.

Steps taken to achieve priority 1:

- A professional learning day around the topic of “Moral Formation and Teaching to Pray” was provided by the RE Team
- Learning spaces and resources were utilised to develop and support of the pedagogical practices of the Religious Education Curriculum.
- Students demonstrated progress with reference to their own reflections in their learning journals.
- Students demonstrated progress towards being engaged, independent learners.
- Students were continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provided effective descriptive feedback to individual students about their learning in association with the student's learning journal.
- The student learning journals were effectively utilised by both students and teachers.
- Teachers had the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

Status of priority 1:

- Achieved and ongoing
- Everyone within the school community is aware of how the RE curriculum is delivered.
- Staff are familiar with all resources that are used in each lesson.

Annual School Priority Two for 2022:

St Patrick's Parish School will continue to engage with the AIS NSW Early Literacy Project and the CEWF Education Officers (ELP Team) to know the most effective way to teach all students to read. The program targets high-impact, evidence-based teaching strategies to improve reading skills and growth.

Steps taken to achieve priority 2:

- The capacity of staff was strengthened through the ongoing development of instructional coaching;
- Consultancy support was utilised to facilitate the transfer of learning to classroom practice;
- The Early Screening Tool Assessment-Literacy (ESTA-L®) was used to identify early reading skills students have mastered, and still need to master across K-6;
- A parent workshop was held to guide parents in supporting their children's emerging reading skills;
- Staff engaged in face-to-face delivery of Modules for the Dynamic Indicators of Basic Early Literacy Skills.

Status of Priority 2:

- Ongoing into 2023 with the support of CEO staff in an Instructional Coaching role.

Priority Key Improvements for Next Year

Annual School Priority One for 2023:

'Educating In Christ'

- Our RE curriculum Educating In Christ will continue to be built upon / updated for 2023 in order to continue the curriculum's progression and to address key recommendations identified from feedback processes. Scope and sequences for each grade level will be a priority area for staff to become familiar with

Reason for priority 1:

- Continue in the implementation of the Religious Education Curriculum 'Educating In Christ'

Steps taken to achieve priority 1:

- Familiarisation session early in 2023.
- Allocated time at staff meetings, in which staff groups can explore the updated Scope and Sequence together
- RE Learning Journal/Workbook will be a priority for education for all children
- Staff to partake in an Identity and Mission Pupil Free Day

Annual School Priority Two for 2023:**'Reading & Spelling'**

- Continue to engage with the AIS NSW Early Literacy Project to improve student reading data results
- All staff to receive professional development in the Initial Lit program for Infants
- All staff are to receive professional development in the spelling Mastery program for Primary
- Continue to engage in professional support for the 'Dibels' assessment program for reading

Reason for priority 2:

- To target high-impact, evidence-based teaching strategies to improve reading and spelling skills for all students and teachers.

Steps taken to achieve priority 2:

- A familiarisation session will still be needed early in 2023 for Initial Lit and Spelling Mastery.
- Half an hour be allocated at a staff meeting within the first few weeks of the school year, in which staff groups can explore the updated programs and timetables
- Staff to partake in professional learning lessons for Initial lit and Spelling Mastery
- Continue to access support from the literacy support officer at the CEO

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 (67%) and agreed (33%) that St Patrick's Parish School, helped their child to develop knowledge and understanding about Catholic tradition, whilst all parents strongly agreed or 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. A majority of respondents strongly agreed (67%) or agreed (33%) that St Patrick's Parish School meets their child's individual learning needs.

83% of all parents strongly agreed that the school effectively communicates to parents about activities and events, whilst 17% agreed with this statement. A further 84% of parents strongly agreed and agreed that the school provides appropriate information about their child's progress.

All parents strongly agreed or agreed that St Patrick's Parish School provides a safe and supportive environment for their children. All parents strongly agreed or agreed that teachers are genuinely interested in the welfare of our students.

Student satisfaction

All 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. 100% of students surveyed were proud of their school.

All students believed that their teacher encouraged them to do their best in school activities, so as to understand their rights and responsibilities at school, every student always agreed with this statement.

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

All staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely (75%) and very reasonable (25%).

All staff felt that the school cared about their professional growth, with 75% of respondents extremely satisfied and 25% moderately satisfied with their teaching experience at St Patrick's Parish School, Trundle.

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.

Recurrent and Capital Income 2022	
Commonwealth Recurrent Grants ¹	\$2,870,191
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$790,543
Fees and Private Income ⁴	\$473,355
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$37,674
Total Income	\$4,171,763

Recurrent and Capital Expenditure 2022	
Capital Expenditure ⁶	\$6,279
Salaries and Related Expenses ⁷	\$1,073,631
Non-Salary Expenses ⁸	\$185,717
Total Expenditure	\$1,265,628

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