

Annual School Report 2021 School Year

St Patrick's Primary School, Walcha



51 South Street
Walcha NSW 2354

Phone 02 6777 2328

Web <https://stpatrickswalcha.catholic.edu.au>

Principal
Belinda Burton

About this report

St Patrick's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The report also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2022 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6777 2328 or by visiting the school's [website](#).



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Patrick's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

St Patrick's Primary School has dedicated, enthusiastic staff and parents who support this small rural school in the education of all students. Support from the school's parent body continued daily, even though the rural farming community was and still is suffering from the dreadful effects of the drought, bushfires and COVID-19. These natural disasters have had enormous ramifications on families, the children and the wider community. Nevertheless, parents always rose to the occasion and supported the school and the children's education. I am very proud of the achievements of the school's staff, students and parents in 2020. A year of enormous challenges due to the global pandemic and the remote learning for students during the year.

The beginning of the year saw St Patrick's staff working with the Catholic Schools Office Armidale, to implement the school's and the CSO Annual Improvement Plans. The 2020 School AIP saw the staff focus on, and working towards:

- evidence based teaching processes that embed assessment and practices that aligned with reporting requirements,
- the use of Data to inform classroom teaching and differentiation to improve student learning,
- implementation of effective teaching strategies for writing and spelling that promotes intellectual rigour,
- classroom pedagogy that uses the Gradual Release Process,
- enhance student learning and wellbeing by partnering with parents and families,
- staff to access continuous professional development.

The staff and school community worked together throughout the year to achieve these goals, to ensure that all students would have educational experiences that enabled academic, cultural and sporting accomplishments.

Academically the staff focused on delivering a balanced daily literacy block with agreed teaching and learning instruction, data based decision making and the use of diagnostic assessment and progress monitoring processes to improve student outcomes.

Culturally, the focus was to extend the school's music program K-6 and to start a school Woodwind Band in the middle primary class. The music program goals were to build student connections, assist in relieving student stress and develop student self-discipline.

Sporting accomplishments were supported by the NSW Sporting Schools Grants for athletics, hockey and cricket, enabling students to receive instruction from expert coaches in the specific sporting field. The Sporting Schools Grant enabled the school to bring the coaches to the school from the larger rural towns in the North West.

During COVID-19 remote learning, staff provided work packages and used Google Classroom to teach the children. Teachers made daily contact with families through emails, Zoom, Google Classroom and phone calls. This work was essential to ensure that students and families were supported and remained connected during isolation and remote learning.



The school crest and motto, "Growing in Wisdom and Faith", continues to be an important focus for students. The motto, along with the school prayer which is prayed at the beginning of every day, forms part of the school's identity. It is the school's mission to provide an inclusive Catholic environment where the Gospel values of Wisdom and Faith can grow and be nourished. Where all individuals are provided with the opportunities to develop to their full potential and to develop a sense of responsibility, self-discipline and respect for the needs of others and for the environment in which we live.

I am proud of St Patrick's Primary School, its history and achievements as a Catholic learning community, providing 109 years of quality Catholic education for students in Walcha. This report reflects the direction and work during 2020. All members of the school community are to be congratulated on the achievements and successes this year. St Patrick's Primary School continues to be a school that has a big heart.

Belinda Burton
Principal

1.2 A Parent Message

Various restrictions imposed with the COVID-19 pandemic impacted on the Parents and Friends involvement in school and community events. Through the use of Zoom technology, meetings were on the third Monday of each month. These meetings provided parents with an avenue to connect during the lockdown period and a means by which to discuss all matters arising from the pandemic and remote education, while staying connected with the school.

The P & F continued to support the school community with revised social and fund-raising activities including canteen, clothing pool and school events, and school activities such as cross country, athletics and swimming carnivals.

On behalf of the School Parents & Friends, I would like to thank all staff at St Patrick's Primary School for their commitment and the care that they give to the children every day. Everything you did for the children in 2021, especially during COVID-19 remote learning, was very much appreciated.

Many school activities, including academic, religious, social and fund-raising, were cancelled. However, I am very happy to confirm that the Long Lunch Committee were able to host the event on 27th November 2021. The funds raised from this event will be added to the 2019 Long Luncheon profits for the installation of the new playground equipment on the top oval. We are looking forward to a year with no restrictions in 2022.

Vanessa Arundale
President
P & F Association

2.0 This Catholic School

2.1 The School Community

St Patrick's Primary School is located in Walcha and is part of the St Patrick's Parish which serves the communities of Walcha, from which the school families are drawn.

Last year the school celebrated 110 years of Catholic education.

The parish priest, Monsignor Edward Wilkes, is involved in the life of the school.



2.2 Catholic Life and Religious Education

St Patrick's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

St Patrick's School ensures that all students have regular participation in prayer, liturgy, Mass and the sacraments. (2021 saw some COVID-19 restrictions to school masses and the celebration of the sacraments). Prayer is an important aspect of each day in the life of the school. Each day, morning assembly begins with the school prayer (led by the School Captains). Each class has prayer before morning tea, lunch and at the completion of the day. Religious Education (RE) is integrated throughout the day in all subjects with the Catholic Principles and Values guiding staff in the integration of RE. The students of St Patrick's have 180 minutes of Religious Instruction in the classroom each week. The children are timetabled to attend Mass on alternate Fridays, with a rostered class undertaking preparation of the Mass as part of the students ongoing Faith Formation. COVID-19 restrictions did cause the cancellation of several masses this year.

The beginning of the year was celebrated with an Opening School Year Mass, where the school leaders were inducted. This year's sacramental schedule saw St Patrick's Primary School prepare students for two sacramental programs: reconciliation and confirmation. Due to COVID-19 restrictions only the confirmation program was completed, with two students being confirmed on the 7th November by Bishop Michael Kennedy.

COVID-19 restrictions were also in place for school masses. Restrictions were placed on numbers, seating, singing, student participation, serving and attendance. The school was unable to hold the End of Year Graduation Mass. In place of the Graduation Mass the school held a Farewell Liturgy. The liturgy was zoomed home to all families, enabling them to participate in the farewell of the Year 6 students.

St Patrick's Primary School staff attended Mass, Spiritual Formation and Reflection Days, Twilight Prayers and Retreats. The Religious Education Coordinator attended REC meetings each term. Most meetings were held by Zoom due to COVID-19 restrictions.

The parish administrator, Monsignor Wilkes, regularly visited the parish and school, saying Mass when the COVID-19 restrictions permitted. The parish community was able to attend the Opening Year School Mass and the Sacrament of Confirmation Mass.

For students to gain a better understanding of the mission of the Catholic Church on a more universal scale, they were involved in various fundraising activities to support the charitable works of Caritas Australia and the Catholic Missions. During the year, the work of these charitable organisations was outlined through the use of multimedia resources. Students were encouraged to contribute to the Project Compassion boxes throughout Lent. Multiple fundraisers were organised by the students to raise money for the Catholic Missions in Term 3. Students were involved in Mini Vinnies, St Vincent de Paul group where they supported the St Vincent de Paul Winter and Christmas Appeals. Involvement in other school events and celebrations included St Patrick's Day and Shrove Tuesday.

St Patrick's Primary School maintains a good relationship with the St Patrick's Parish. The parish priest is on the School Advisory Council, where the interests of both the parish and school are served by allowing communication and planning to occur. Parish events are advertised in the School Newsletter and school events are also advertised in the Parish Bulletin.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of 30 multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 30)	
Year 6	21



2.3 School Enrolment

St Patrick's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2021	TOTAL 2020
Male	3	8	2	4	3	4	8	32	31
Female	6	6	10	6	5	3	4	40	32
Totals	9	14	12	10	8	7	12	72	63

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, staff, as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the Principal or their delegate. The college uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school, preferably on the first day of absence and certainly within seven days. The Principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the Principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the Principal to discuss the leave request.

The average student attendance rate for the school during 2021 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	93.0%	92.0%	92.0%	94.0%	93.0%	91.0%	91.0%	92.3%

Managing Student non-attendance

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

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

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community.
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement.
- 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.
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement.
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the System Performance Leader will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2. Those teachers at the NESA Teacher Accreditation Proficient level.	7
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	2
5. Teachers with recognised qualifications to teach Religious Education.	5
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	6

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community. The school models and teaches students about respect and responsibility in a number of ways:

- Staff ensure that students are recognised for the efforts and behaviour that displays the core values of the school. School Awards are presented at assemblies to students and classes for respectful and responsible behaviour.
- Outstanding awards were recognised at the Annual Presentation Assembly with awards for all KLAs and awards from the wider community acknowledging the effort and outstanding achievements of students.
- The school community is regularly reminded of the values which children and their families are encouraged to display in their daily lives. This occurs in the weekly newsletter and school



correspondence, by example in verbal and non-verbal messages and in the actions of staff and students.

- The values of respect and responsibility underpin all policies and procedures which are available on the school web page. Many of the acknowledgements and awards presented to students throughout the year are indicative of these values.
- St Patrick's Primary School has a tradition of being involved in a variety of local community service activities. Because of COVID-19 students were able to represent the school at ANZAC Day, Remembrance Day services and participating in the local community Agricultural Show by entering Art and Craft items, produce from the school vegetable garden and flower gardens.
- As part of Charitable Works, the students, staff and parents contributed generously to social justice appeals by fund-raising for Caritas Australia, Pontifical Missions and St Vincent de Paul Winter and Christmas Appeals.
- Senior students, as part of their leadership role, buddy with infant's students for school activities. The Buddy gives younger students an older child that they can go to for support and help.
- Senior student ran the School Assemblies and assisted with the many responsibilities of the school's liturgical events throughout the year.
- Armidale Catholic Schools Office has developed a Student Support Framework Living Well Learning Well - where Catholic pastoral care is centred on a universal ethos of care and the work of a team of skilled, helpful adults is founded on evidence-based, high impact approaches to improving conditions of learning, teaching, wellbeing and faith development for children and young people. A universal and unconditional positive regard for children and young people, coupled with a high regard for the collective capacity of a school staff team to increase learning, wellbeing and life-opportunity outcomes for children and young people. The staff are taking part in ongoing Professional Development in the implementation of the LWLW framework in our school and all Diocesan schools.
- The Catholic Schools Office has a process for Curriculum Audits where all stages, all KLAs and all classroom teachers have Zoom meetings to ensure the importance of teaching about respect and responsibility through Aboriginal perspectives and that these are incorporated into all programs. The Aboriginal perspectives PD has been with the TIPIAC founder Bronwyn Cochrane and Helen Cooney.

2.7 Parent, Student and Teacher Satisfaction

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

Parent Satisfaction

This parent satisfaction survey at St Patrick's Primary, Walcha was undertaken in October 2021. Of the 50 parents surveyed, 29 completed the survey (58% completion rate is considered excellent).

- 48.1% Strongly Agree and 48.1% Agree that they are satisfied with the education on their children receive.
- 66.7% Strongly Agree and 29.6% Agree the school is a safe place for their child.
- 65.4% Strongly Agree and 34.6% Agree that the communication is effective.
- 40.9% Strongly Agree and 59.1% Agree that Catholic religious identity is priority in the school.
- 64.4% Strongly Agree and 36.0% Agree they are happy with the school's maintenance & facilities.
- 42.6% Strongly Agree and 50.0% Agree that they would recommend St Patrick's school to others.

Student Satisfaction



The student satisfaction survey at St Patrick's Primary, Walcha was undertaken in October 2021. Students in Year 4-6 completed the survey. (100% completion rate is considered excellent)

- 33.3% Strongly Agree and 59.3% Agree feel the school is a safe place.
- 25.9% Strongly Agree and 49.1%, Agree, they would recommend the school to others.
- 44.4% Strongly Agree and 48.1% Agree that the teachers encourage them to do their best.
- 37.0% Strongly Agree and 40.7% Agree the school gives the students interesting activities.
- 37.0% Strongly Agree and 59.3% Agree that they are encouraged to care for others.
- 7.0% Strongly Agree and 51.9% Agree that Religion is taught well at school.

Staff Satisfaction

The staff satisfaction survey at St Patrick's Primary, Walcha was undertaken in October 2021. All staff with the role of teacher completed the survey.

- 44.4% Strongly Agree and 55.6% Agree that they get a lot of satisfaction from working in St Patrick's School.
- 100% Agree that they would recommend St Patrick's to others.
- 66.7% Strongly Agree and 33.3% Agree that the school has well maintained facilities.
- 33.3% Strongly Agree and 66.7% Agree that the school has clear expectations of effective teaching strategies throughout the school.
- 66.7% Strongly Agree and 33.3% Agree that data is used to improve student learning across the school.
- 66.7% Strongly Agree and 33.3% Agree that Catholic religious' identity is priority in the school.
- 66.7% Agree that they have the opportunity to share my skills and knowledge with others.
- 66.7% Agree that they have access to professional learning opportunities to help perform their role.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the 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. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Patrick's Primary School is committed to providing a quality education that meets the needs of all students.

The curriculum development focused on the following areas:

- The continued improvement of pedagogy in English, with a Literacy Block for at least four days a week.
- Improving student writing by using VCOP as a teaching and learning tool.
- Focusing on an effective teaching cycle of the Gradual Release Process of modelled, shared, guided, independent lessons.
- The learning environment, incorporating flexible learning spaces within the classroom as The Third Teacher.
- The Leader of Pedagogy (LOP), developed, with staff, ways to gather data and how to use the data to direct future teaching and learning in classes for student growth.
- The Early Stage 1 teacher continued to utilise the Best Start Program to assess Kindergarten students in their first week of school. From this assessment, planning and programming was put



in place to best meet the needs of these individual students. This assessment was ongoing throughout the year.

- The Early Stage 1 teacher to implement Initial Lit in the English block.
- K-2 staff to use the Literacy Continuum and Numeracy Continuum to plot children and track progress in learning.
- Personal Plans are written and implemented for students on integrated funding and Educational Assistants worked with students to achieve set outcomes.
- Support for students in English with withdrawal for small group instruction by the Educational Assistants, a teacher used Learning Sprints to assist identified students when they returned from COVID-19 remote learning.
- Participation in National Aboriginal and Torres Strait Islander Week activities.
- Students from Kindergarten to Year 6 participated, each term, in a five week Mini Minstrels Music Program, presented by the New England Conservatorium of Music (NECOM).
- The whole school participated in the Armidale Eisteddfod - K-2 Choir & Y3-6 Choir.
- The school successfully applied for Sporting Schools Grants and was able to offer PE sessions involving AFL & Swimming. Diocesan Sporting events in 2021 were greatly impacted by the COVID-19 restrictions. Fortunately, we were able to hold our annual school swimming carnival, cross country and athletics.
- St Patrick's Primary School regularly reviewed the best practice in current teaching and learning practices. The teachers followed whole school agreed practices, used Learning Intentions & Success Criteria for all KLAs, focused on Data Tracking, Quality Assessment, Case Management of identified students, embedding contemporary approaches to learning, all of which ensured curriculum requirements & perspectives were being covered at St Patrick's in 2020.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 10 students presented for the tests while in Year 5 there were 7 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Patrick's Primary School, school and student performance are closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis.

The following data indicates the percentage of St Patrick's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	21.5	10.0	22.0	50.0	19.1	10.0	12.8	0.0	7.8	0.0	2.6	0.0
Writing	20.2	30.0	37.0	30.0	23.0	30.0	9.0	0.0	4.3	0.0	1.9	0.0
Spelling	23.1	30.0	23.4	20.0	20.2	20.0	13.0	20.0	6.5	0.0	4.6	0.0
Grammar and Punctuation	22.3	10.0	24.1	20.0	19.4	30.0	10.4	0.0	6.4	0.0	4.4	0.0
Numeracy	13.6	10.0	22.1	30.0	27.4	40.0	18.5	20.0	9.8	0.0	2.7	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School	State	School	State	School	State	School	State	School	State	School
Reading	15.5	0.0	24.7	33.3	27.2	33.3	18.3	16.7	7.5	16.7	3.3	0.0
Writing	7.5	0.0	17.0	14.3	32.6	42.9	26.9	42.9	9.7	0.0	3.2	0.0
Spelling	15.1	0.0	27.5	0.0	24.4	66.7	17.2	16.7	8.2	16.7	3.8	0.0
Grammar and Punctuation	12.9	0.0	20.6	0.0	27.1	33.3	19.7	50.0	9.2	16.7	4.5	0.0
Numeracy	10.2	0.0	20.9	0.0	28.8	50.0	23.6	33.3	10.0	16.7	3.1	0.0



3.3 Teacher 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 Armidale. 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.

Whole staff development day professional learning activities in 2021 were:

Staff Professional Learning Activity	Date	Presenter
Living Well Learning Well	29/01/2021	J Matthews
Twilight Prayer	04/03/2021	L Keoghan
Religious Education Day	23/04/2021	D.Brown, Sr Christine, Fr Paul McCabe
PM Data and The Data ECO system.	30/07/2021	Claire Ryan and Justin Mathews.
Govern Right Pty Ltd	17/08/2021	Govern Right Pty Ltd
Child Safety Training; Code of Conduct, Child Protection	28/01/2021	S. Sorensen
Professional Code of Conduct	27/01/2021	B. Burton

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's [website](#) and the Armidale Catholic Schools Office [website](#).

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Patrick's Primary School. Christ's teachings, therefore, should relate to how staff develop student self-discipline. The school community believes in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. Staff aim to bring this about in the school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.

All people attending St Patrick's Primary School have the right to be treated:

- justly
- respectfully



- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the school's 'Pastoral Care Policy' may be accessed on the school's [website](#) or at the administration office.

4.3 Student Discipline Policy

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.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's [website](#) or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese of Armidale. 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 Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's [website](#), the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this 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 the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's [website](#) or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the System Performance Leader.



Key Goals Achieved and Implemented in 2021	Key Goals for 2022
<p>FAITH and PASTORAL CARE</p> <ul style="list-style-type: none"> • Catholic Identity is seen as a part of the fabric of the school. • Daily prayer, visual evidence of Catholic icons in the school. • Increased understanding of the school founders - Mercy Sisters and Catherine McAuley. • Authentically embed Catholic Principles and Values in all KLAs. <p>LEARNING FOCUS</p> <ul style="list-style-type: none"> • Improve student outcomes in Literacy & Numeracy. • Data evidence of growth in NAPLAN & PAT R & PAT M. • Effective pedagogical practices in Literacy & Numeracy Blocks with the Effective Learning Cycle and the effective use of Data to guide student learning. <p>LEADING FOCUS</p> <ul style="list-style-type: none"> • Collective and distributed responsibility with the Principal and the Assistant Principal building the capacity of staff through regular Professional Learning in teams that collaboratively planned, assessed and modelled evidence based classroom practices. 	<p>FAITH and PASTORAL CARE</p> <ul style="list-style-type: none"> • Implementation of Living Well, Leaning Well. • Implementation of the Faith Formation Framework - Come & See, Go & Do. • Implement contemporary RE curriculum and pedagogy. <p>LEARNING FOCUS and LEADING FOCUS</p> <ul style="list-style-type: none"> • Develop strong teams that enhance teaching and learning. • Embed the non-negotiables of a Catholic Professional Learning Community. • Using data to inform next steps in teaching. • Implement K-2 syllabus English and Maths. • Implement / embed MaST K-6. • Implement / embed InitialLit K-2. • Use of contemporary digital tools, for teaching and school office system.

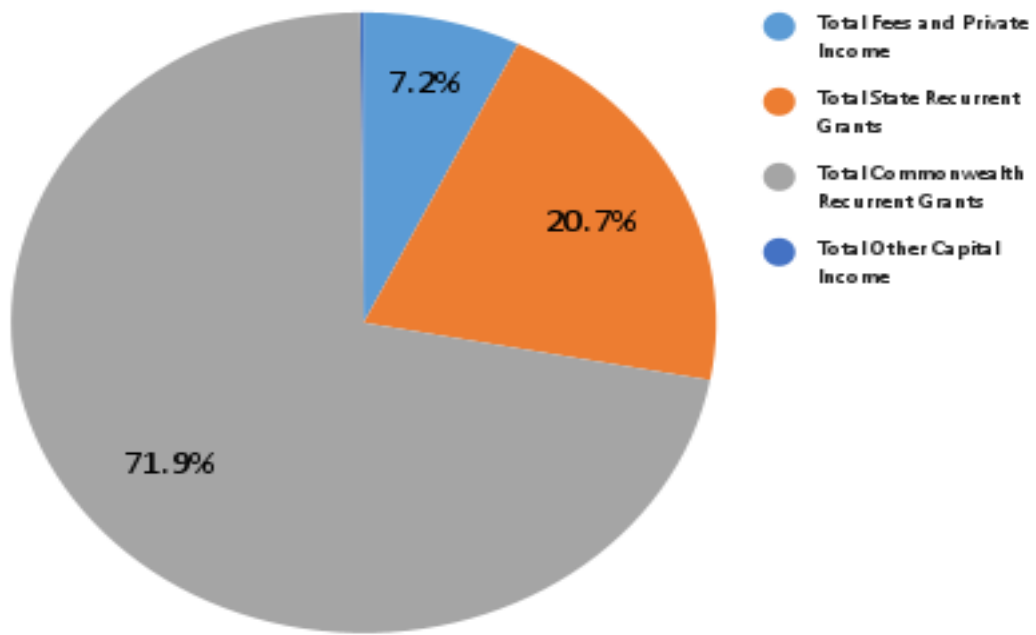
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2021 is presented below:



2021 Income - St Patrick's Primary School, Walcha



2021 Expenditure - St Patrick's Primary School, Walcha

