

Annual School Report 2022 School Year

St Patrick's Primary School, Walcha



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Principal
Dallas Hyatt

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 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 2023 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 is a wonderful school. This year students achieved at the very highest levels in a range of academic, sporting, cultural, artistic and social opportunities.

It is a school that is embedding 21st-century learning opportunities and approaches for all students. We are a school that is embracing change and we are working hard to prepare students for a world beyond school life. I would like to acknowledge the wonderful work of each and every staff member for their commitment to professional learning and growth. They strive to provide students with the best possible educational outcomes. Every teacher has participated in systematic professional learning throughout the year, in line with the Annual Improvement Plan (AIP), in order to further enhance skills and knowledge.

An effective school cannot run smoothly without the support and assistance of administration staff. Thank you for your efforts in supporting the students, staff and parents during 2022. We also thank the Parents and Friends Committee for their generous support throughout the year. The resources and facilities within the school have been greatly enhanced through your generous donations.

Next year will bring opportunities to again embed 21st learning approaches throughout the school. School targets in continuing to build the capacity of teachers in Literacy, Numeracy, and further embedding of the Living Well, Learning Well framework will be the focus for the school next year as we continue providing the students of St Patrick's Primary School with outstanding learning opportunities. I look forward to once again leading such a dynamic and future-focused school in 2023.

Dallas Hyatt
Principal

1.2 A Parent Message

The Parents and Friends Committee, as well as the School Advisory Council, played a very active role coordinating a number of fundraising activities. These included: Street Stalls, Bulb Drive, Easter Raffle, Read-A-Thon, Pie and Lamington Drive, Tea Towel fundraiser, Father's Day Stall, as well as running the school canteen. These fundraising activities assisted St Patrick's with financial support for Mini Minstrels, Reading Eggs and Mathletics, as well as general classroom resources. On behalf of both communities, I would like to thank all the staff for the dedication that they have shown in supporting our children.

Karen Rizzi
Secretary
School Advisory Council

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, Woolbrook and Niangala, from which the school families are drawn.

Last year the school celebrated 111 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.

The beginning of the year was marked with an Opening School Mass at which leaders were inducted. Thereafter, the school celebrated Mass on a fortnightly basis. Sacramental programs for reconciliation (nine students) and first Eucharist (five students) were conducted as students became eligible. Feasts and holy days were celebrated in consultation with the parish priest. This year St Patrick's feast day, the feast of the Assumption, the feast of the Sacred Heart, and Ash Wednesday were significant celebrations. Parents were invited to participate on all occasions. There are currently no students active in the ministry of altar serving.

The school celebrated Catholic Schools Week, in which Years 3-6 students represented the school at the Tablelands Deanery's Catholic Schools Week Mass celebrated in Armidale, as well as hosting an open day to which the community were invited. The school year concluded with an End of Year Mass. Most staff members attended three twilight retreat days run by the Diocesan Spirituality Team which were held at Sacred Heart. Staff prayer was held on a weekly basis and all staff shared responsibility in turn for its preparation and delivery. School masses were organised by staff in a similar manner. Children participated in regular school and class prayer and prepared public prayer for assemblies and relevant times, such as Good Friday.

The whole school community was involved in a number of fundraising activities including Project Compassion and Children's Mission. St Vincent de Paul was supported through financial assistance for the Winter and Christmas Appeals. The school's Mini Vinnies Group conducted fundraisers that assisted in donating funds to various communities across New South Wales with for support for the flooding events that had happened throughout the year.

St Patrick's Primary School maintains a very close working relationship with the local parish. The parish priest is on the School Advisory Council and the interests of both the parish and school are served by this structure, allowing communication and planning to occur. Parish events are advertised in the school newsletter.

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	22

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 2022	TOTAL 2021
Male	7	2	8	3	4	4	2	30	32
Female	6	6	6	9	6	4	3	40	40



Totals	13	8	14	12	10	8	5	70	72
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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 school 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 2022 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	87.0%	86.0%	87.0%	88.0%	88.0%	89.0%	84.0%	87.0%

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.	6
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	5
6. Number of staff identifying as Indigenous employed at the school.	1
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:

- St Patrick's Primary School community continued to implement and act upon the Learning Well Living Well Framework where students were increasingly recognised for their efforts. This involves the core values of the school, rewards and acknowledgements of the school expectations. Fortnightly whole school assemblies were held where school awards were presented. 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 nonverbal 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 continued its tradition of being involved in a variety of local community service activities. Students were able to represent the school at the Remembrance Day service, singing Christmas carols at the community Carols by Candlelight, and participating in the local community Agricultural Show by entering Art and Craft items and produce from the school vegetable and flower gardens.



- As part of Charitable Works, the students, staff and parents contributed generously to social justice appeals by fundraising for Caritas Australia, Pontifical Missions and St Vincent de Paul Winter and Christmas Appeals and Assist a Student.
- The senior students ran the school assemblies and assisted with the many responsibilities of the school's liturgical events throughout the year.

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

St Patrick's Primary School undertook a Parent Satisfaction Survey in September 2022. Parents were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

- Strongly disagree 0
- Disagree 1
- Agree 2
- Strongly agree 3

Parents who expressed dissatisfaction were asked a follow-up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 62%. From the executive summary, the average score for all summaries was between 2.0 and 2.8. St Patrick's Primary School would like to sincerely thank the parents for their participation in this survey. Feedback will assist in delivering real benefits to students. Areas of commendation included:

- The children feel like they aren't just a number
- They are all nurtured
- The staff are genuinely interested in improving the academic outcomes for all students
- St Patrick's is a place where all students feel safe and happy
- The supportive/ inclusive environment and the caring attitude shown from all children to each other and from staff to children

Areas of suggested improvement included:

- Upgrade to some aging facilities
- More communication on my children's learning and development

Student Satisfaction

St Patrick's Primary School undertook a Student Satisfaction Survey in September 2022. Students were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

- Strongly disagree 0
- Disagree 1
- Agree 2



- Strongly agree 3

Students who expressed dissatisfaction were asked a follow-up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 100%. From the executive summary, the average score for all summaries was between 1.2 and 2.6. St Patrick's Primary School would like to sincerely thank the students for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included:

- The opportunities that we are exposed to.
- We get more attention with our learning.
- All the resources that the school has.

Areas of suggested improvement included:

- More excursions for school work.
- Classes could interact with each other more in sports or just fun activities.

Staff Satisfaction

St Patrick's Primary School undertook a Staff Satisfaction Survey in September 2022. Staff were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows:

- Strongly disagree 0
- Disagree 1
- Agree 2
- Strongly agree 3

Staff who expressed dissatisfaction were asked a follow-up question seeking further information about the issue of concern. Their responses were included in this report with the relevant question. The survey response rate was 100%. From the executive summary, the average score for all summaries were between 1.7 and 2.9. St Patrick's Primary School would like to sincerely thank the staff for their participation in this survey. Feedback will assist in delivering real benefits to students.

Areas of commendation included:

- We have supportive staff and leadership
- We have very few behaviour issues. We have been given the opportunity to take on PD and visit other schools
- We are like a family; The adoption of the Living Well, Learning Well framework has reframed the old Discipline/ Behaviour policy into a more positive mindset
- We all strive to ensure the children are safe and happy

Areas of suggested improvement included:

- Upgrade to facilities

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.

St Patrick's Primary School regularly reviews its current teaching practices. Through the whole school agreed practice of incorporating learning intentions and success criteria for all KLAs, staff are embedding a contemporary approach to learning to ensure all curriculum requirements and perspectives have been catered for. The school supports students who are at risk or in need of extension through the use of a thorough system of tracking and testing across Kindergarten to Year 6. This system is reviewed regularly during staff and collaborative meetings.

Students are supported in Literacy and Mathematics with in-class assistance by working in small group instruction groups led by the educational assistants, Aboriginal educational assistant or teacher in the classroom. In order to provide more support and enrichment during the Literacy and Mathematics learning block, students are placed into small groups according to the data gathered through various assessments. Some students participated in the various ICAS Assessment challenges as well as the Newcastle Permanent Mathematics Competition. A number of students gained Distinctions and Credits from these competitions.

Other extensive learning opportunities included participation in such events as the NAIDOC Week program, local school excursions to enhance inquiry-based learning projects and the Brain Olympia Tournament, where the St Patrick's Primary team came first in the regional heats. This year the school continued with the process of incorporating the Google suite of products which enhanced the possibility of collaborative pedagogical approaches through the use of technology.

A comprehensive sporting program exists, with three major carnivals through which children may reach diocesan, state and national representation. St Patrick's Primary School had 25 regional representatives in cross-country, in which two students represented the Diocese of Armidale at the Polding Cross Country Trials at Homebush. There were 18 students who competed at the Diocesan Athletics Trials in Tamworth. From there, one student gained selection to represent the diocese at the Polding Athletics Trials at Glendale. A further 10 students represented at the Diocesan Swimming Carnival held in Gunnedah. One student represented the diocese in hockey at the Bathurst Polding Winter Trials. During Terms 2 and 4, the school provided athletics and basketball for sport and the skill development of the children was very evident.

This year's cultural program included performing at the Armidale Eisteddfod, where the school again came second in the Two-Part Choir Section, as well as first and second in the Recorder Section. All the Year 3-6 students participated in various band workshops throughout the year. The school participated in the Walcha Show with a school display, and writing, art and cooking entries, where the students received a number of awards.

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, 12 students presented for the tests while in Year 5 there were 8 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.

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	17.5	8.0	21.0	25.0	19.4	17.0	11.6	8.0	8.4	0.0	2.7	0.0
Writing	19.5	40.0	35.0	20.0	23.8	20.0	10.1	0.0	4.8	10.0	1.7	0.0
Spelling	17.9	25.0	23.0	17.0	19.7	25.0	13.0	0.0	6.9	17.0	6.0	0.0
Grammar and Punctuation	16.8	17.0	20.1	25.0	19.8	8.0	13.1	8.0	6.9	8.0	4.0	0.0
Numeracy	11.4	0.0	20.4	18.0	26.2	36.0	20.2	9.0	10.5	9.0	3.3	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	12.8	22.0	26.9	44.0	27.2	22.0	17.4	0.0	7.2	0.0	3.4	0.0
Writing	9.2	0.0	18.7	22.0	30.5	22.0	24.5	33.0	9.7	22.0	3.4	0.0
Spelling	14.1	0.0	25.0	33.0	26.8	33.0	18.0	11.0	8.0	22.0	2.9	0.0
Grammar and Punctuation	10.4	22.0	20.1	0.0	26.5	44.0	23.2	22.0	10.1	11.0	3.0	0.0
Numeracy	8.4	0.0	18.9	13.0	27.9	75.0	26.3	0.0	11.5	0.0	3.0	13.0

NAPLAN results for 2022 show a high level of success for students in both Years 3 and 5. Year 3 reading results were the highest ever with a mean score of 518.7, compared with the state average of 446.12. Half of the Year 3 students who completed the Reading Assessment, obtained a score of Band 6 or above. Two of these students indicated that they are reading at Band 9 and above.

Year 3 averages in Reading, Writing, Conventions of Language and Numeracy were way above the national average. In the Reading Assessment, 100% of the students were above the National Minimum Standard. In Writing, 83% of the Year 3 students were above the National Minimum Standard. In Numeracy, 83% of the Year 3 students were above the National Minimum Standard.

Year 5 averages in Reading, Grammar and Punctuation, as well as Numeracy, were above the national average. In the Reading Assessment, 88% of students were above the National Minimum Standard. In Writing, 88% of students were above the National Minimum Standard. While in Numeracy, 88% of students were above the National Minimum Standard.

Congratulations on these results to students, teachers and parents. It is a testament to the work of the whole school's professional learning community. Staff are all very pleased with the journey made in improving learning and teaching outcomes that have contributed to this success in NAPLAN.

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 2022 were:



Staff Professional Learning Activity	Date	Presenter
Whole School Introduction to the MaST Program	28/01/2022	Trish Mitchell
Child Safety Training, Code of Conduct, Child Protection	31/01/2022	Dallas Hyatt
Twilight Prayer Reflection	02/03/2023	Anne Finalyson
Twilight Prayer Reflection	01/06/2022	Anne Finlayson
New English K-2 Curriculum Workshop	18/07/2022	Claire Ryan
Enhancing Religious Education Pedagogy in the Classroom	10/10/2022	Darryl Martin and Dallas Hyatt

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 or 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 2022	Key Goals for 2023
<ul style="list-style-type: none"> • Implementation of a whole school approach in integrating Living Well, Learning Well language and behaviours. • Embedded and reviewed worthwhile Religious Education lessons using agreed practices in all classrooms. • Implementing and embedding the MaST Program successfully in all classes. • Developed all teachers' and support staff understanding of the K-2 English and Mathematics syllabi. • Implemented and embedded the Initialit program in K-2. • Improved data analysis that is reflected in classroom programs and practice as well as the physical and virtual data walls. • Incorporated a successful and contemporary STEAM program in some classrooms. 	<ul style="list-style-type: none"> • Living Well Learning Well language and behaviours are applied and evident within all parties of our school community. • Enhanced Religious Education pedagogy in use with evidence of all classes implementing successful and worthwhile Religious Education lessons. • Staff planning and delivering successful prayer experiences. • Greater usage and application of data. • Further successful embedding of the MaST and Initialit programs. • Implementation of the new K-2 English and Mathematics syllabi. • Developing an understanding of the new 3-6 English and Mathematics syllabi. • Improved data analysis with student absenteeism. • Establish and implement a fluid approach to the whole school literacy block.

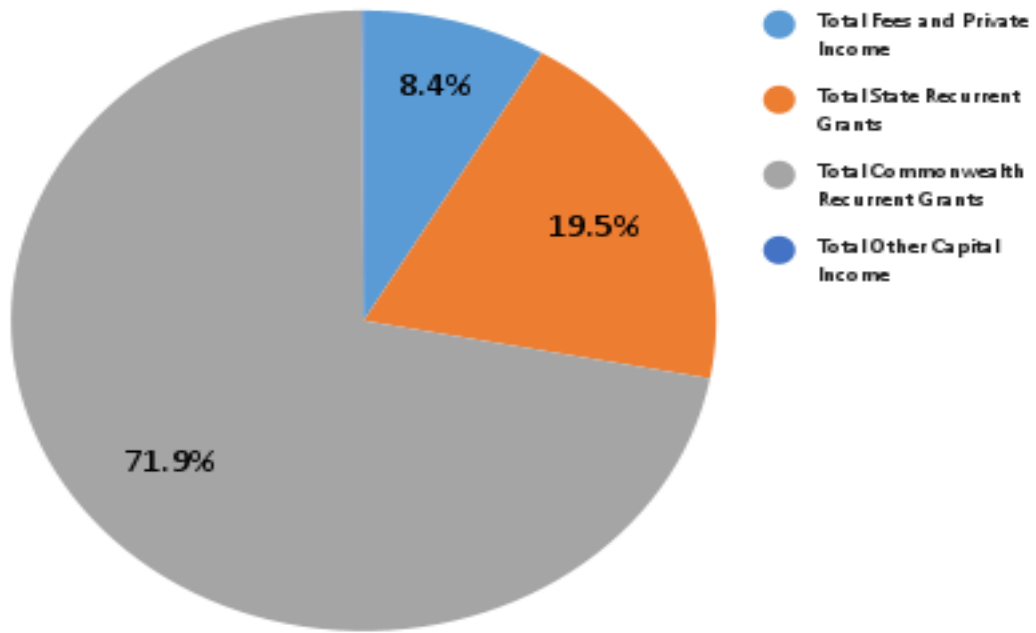
6.0 Financial Information

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 2022 is presented below:



2022 Income - St Patrick's Primary School, Walcha



2022 Expenditure - St Patrick's Primary School, Walcha

