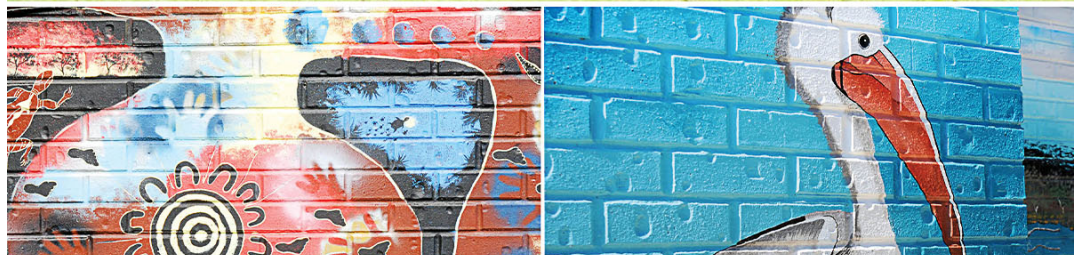
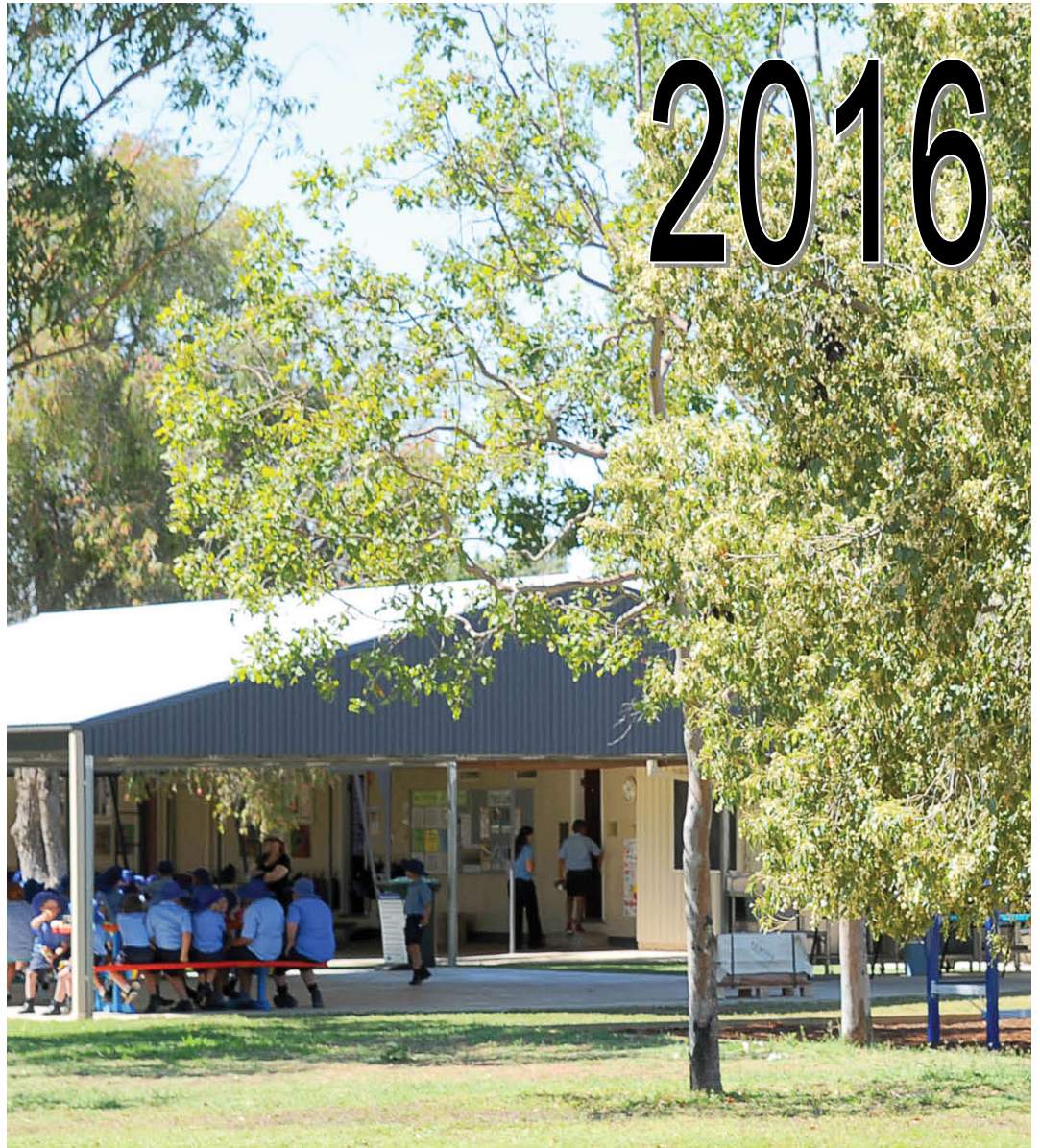


Annual School Report



St Patrick's Parish Primary School, Brewarrina

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ABOUT THIS REPORT

St Patrick's Parish Primary School, Brewarrina is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Education Office (CEO), Wilcannia-Forbes, the 'approved authority' for the registration system formed under Section 39 of the NSW Education Act (1990).

The Annual School Report provides parents and the wider 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 information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the School's Annual Improvement Plan.

The Report demonstrates accountability to regulatory bodies, the school community and the CEO Wilcannia-Forbes. This Report has been approved by the CEO Wilcannia-Forbes in consultation with the School's Consultant who monitors that the School has appropriate processes in place to ensure compliance with all NSW BOSTES requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Further information may be obtained by contacting the School or by visiting the School's website.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Patrick's is small rural K-6 Catholic School in the Wilcannia Forbes Diocese. For 2016, the school had an enrolment of 47 students (K-6) with an indigenous enrolment of 62 percent. St Patrick's is committed to providing a comprehensive Catholic education in a caring, family focused environment.

We celebrate Catholic life and have a focus on Gospel values in the daily life of the school community. Our core values include honesty, forgiveness, understanding, care, compassion, trust, respect, integrity, tolerance, acceptance and inclusion. These values underpin our school mantra "Strong, Smart, Safe Respectful Learners Just like St Patrick". We strive to foster the dignity, self-esteem and integrity of each person. The school recognises and celebrates God in everyday life by "Making Jesus Real".

Whilst we have had individual and team successes in sporting, cultural and academic endeavours and general success as a school community over the year, by far our greatest achievement are in the students themselves.

I take this opportunity to sincerely thank the students, staff and parents for their hard work and ongoing commitment to the school. It has been a most rewarding year of learning and teaching with many highlights. Again it has been a pleasure working with committed staff, supportive families and enthusiastic students.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Student Body Message

Excerpt from the Year 6 students' end of year presentation speech 2016

Good evening St Patrick's Parents and Friends, teachers, students and parents. Thank you for a great seven years, unforgettable memories and a great education. Thank you for giving us a great experience and giving us your time to help us be stronger and smarter and ready for the rest of our lives. First of all, thank you to God, our Father in heaven, for putting us on this earth and letting us be proud members and

role models at St Patrick's. Secondly, thank you to our parents for getting us this far; for dressing us, disciplining us, encouraging us and guiding us throughout our primary school years. Thirdly, thank you to our past and present principals and teachers who have been at St Patrick's over the past seven years. Thank you, for reminding us to use our manners, to use capital letters and full stops and to walk on the cement. You have all been a part of our journey and we are very grateful for everything you have done for us. Lastly, thank you to all our friends here at St Patrick's, who have provided us with a ridiculous amount of laughs and memories that will last us a lifetime.

SECTION TWO: SCHOOL FEATURES

St Patrick's Parish Primary School is a Catholic systemic co-educational school located in Brewarrina. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 47 students with 62% Indigenous.

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

Our Achievements

Community Involvement

- ANZAC Day March.
- Remembrance Day.
- CWA Public Speaking.
- NAIDOC Celebrations.
- Catholic Schools Week.
- Carols at the hospital.

Sport

- One representative at NSWCPS -Polding Swimming.
- Two representatives at NSWCPS -Polding Athletics.
- Successful Swimming, Athletics and Cross Country Events.
- Rugby League, Netball and Soccer coaching and involvement.

Significant Programs

- Focus on spirituality through “Making Jesus Real” strategies across the school.
- Whole school focus on Behaviour Management and the explicit teaching of school baseline behaviours.
- Stronger, Smarter Leadership Program.
- Continuing Restorative Practices throughout the school.
- Staff professional learning around High Yield Strategies where assessment data informs instruction.

- MiniLit and MultiLit Programmes- targeted intervention to support literacy development K-6.
- Extending Mathematical Understanding- Maths Intervention groups.
- Crunch and Sip program.
- Transition programs with Preschool and Secondary schools.
- Excursions-Sydney, Dubbo.
- Professional Development for the Australian Curriculum.
- School initiatives of daily 'Breakfast Club' and 'Homework Centre' continued this year to address attendance and engagement.
- We continue to have a strong relationship with the students and staff from St Joseph's College, Echuca and Magdalene College, Narellan.
- Personalised Learn Plans. This engagement between teachers, parents/guardians and students creates a positive atmosphere at our school.
- Relationships between St Patricks and Outback Health have continued. Our school is visited weekly by the dietician who cooks with our Year 5/6 students. Once each term dieticians from Outback Health visit and cook with a class using produce from the school garden.
- The leadership and reflection retreat for our Year 6 students provided a process for our students to create meaning from their school experiences.
- Hosting the annual school visits from the Life Education Van.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. The following information describes the student profile for 2016.

Girls	Boys	LBOTE*	Total Students
19	28	0	47

* Language Background Other than English

Enrolment Policy

The Diocese of Wilcannia-Forbes has established an Enrolment Policy for Systemic Catholic Schools. The CEO Wilcannia-Forbes 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.

Information about enrolling in a systemic school in the Diocese of Wilcannia-Forbes may be accessed at the CEO website.

Student Attendance Rates

The average student attendance rate for the School in 2016 was 85%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	89%
Year 1	84%
Year 2	88%
Year 3	85%
Year 4	85%
Year 5	82%
Year 6	87%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students.

School staff, under the Principal's leadership, supports 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; and
- 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 CEO Wilcannia-Forbes 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.

Strategies developed to promote attendance

- Breakfast Club.
- Providing food for recess and lunch.
- Supplying school uniforms.
- Daily monitoring of attendance by Aboriginal Education Workers.
- Undertaking home visits.
- Attendance prizes awarded at the end of each term.

- Celebrating 100% attendance.
- Use of school car to collect students, parents and to make home visits.
- Informal conversations with Principal.
- Sending home formal letters about attendance.
- Reporting habitual absences.

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2016:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	7	13

* This number includes full-time teachers and part-time teachers.

Percentage of staff who are indigenous	46%
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Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	6
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) 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 CEO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. 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.

The school held the equivalent of five staff development days this year with areas of focus as follows:

Term 1	Day 1: Induction day at the beginning of the year
Term 2	Day 2: Bishop Spirituality Day Day 3: Learning Connections Day 4: Australian Curriculum-Geography
Term 3	Stronger, Smarter - two Twilight meetings - all staff
Term 4	Stronger, Smarter - two Twilight meetings - all staff

Staff members are committed to personal and professional development. This occurs both within and out of school hours during staff meetings, inservices, university courses and professional conferences.

Professional learning undertaken by staff in 2016 includes:

Term 1

Principal Meeting - Principal

CPR - all staff

Gifted & Talented - 1 teacher

Kids Matter - 1 teacher

Seasons for Growth - 1 teaching-assistant

Sharing Our Story - 1 teacher

Term 2

Recent Graduates Meeting - 1 teacher

Bishop's Day on Spirituality - All staff

Making Jesus Real -1 teacher

Stronger, Smarter Leadership Program - Principal

Special Education - Principal

Learning Connections - All staff

Australian Curriculum-Geography - All teachers

Extending Mathematical Understanding - 1 teacher

Term 3

Stronger, Smarter Leadership Program - Principal

Information Communication Technology (ICT) - 1 teacher

Sue Larkey -Autism - 1 teacher, 1 teaching-assistant

Principal Meeting - Principal

Leaders for the Future - 1 teacher

First Steps Writing - 1 teacher

Stronger, Smarter Twilight Meetings - All staff

Term 4

Stronger, Smarter Facilitators Program - Principal

Principal Meeting - Principal

Mustard Seed - 1 teacher

Extending Mathematical Understanding - 1 teacher

ICT-1 teacher

Religious Education Coordinator Meeting - Principal

Stronger, Smarter Twilight Meetings - All staff

St Joseph's Primary School Walgett - 4 teaching-assistants

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the Diocese, Catholic schools encourage and support parents in their responsibility for faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Prayer, Liturgical Life and Faith Experiences

Our Parish Priest travels from Bourke to celebrate the Eucharist with the Parish once a month and with our school during the term. At St Patrick's School we celebrate significant liturgical events with school liturgies and masses. We celebrate many significant liturgical feasts, notably Saint Patrick, Mary Help of Christians, St Mary of the Cross, Mary MacKillop and NAIDOC Week.

The school has also helped with the preparation for celebrating the Sacrament of Confirmation on the 29th May, 2016. Thank you to our Priest and Bishop for supporting us with this special occasion in a young person's faith development. We will be preparing and receiving the sacraments of Reconciliation and Eucharist next year.

Parish Partnerships

Our Parish Coordinator is a supportive member of the parish and our school and we are very grateful for all her assistance in 2016. The Parish community is invited to our weekly assemblies, our school liturgies and important celebrations. We link with the parish community through Sunday Eucharistic celebrations, significant Liturgical celebrations such as Easter and Christmas and Sacramental events. Two of our staff members are leaders in the Parish and help to lead liturgies in the absence of a priest on Sundays. Our children and staff are encouraged to participate in the weekly liturgical events within the parish and are involved in Liturgy of the Word and reading the Prayers of the Faithful.

Religious Education

The Religion Program, based on the Parramatta Diocesan Curriculum document, *Sharing our Story*, covers seven strands: God; Jesus; Church; Scripture; Sacraments; Christian Life; and Prayer). It offers students rich and varied faith experiences.

Year 4 students undertake an online Religious Literacy Assessment consisting of thirty five multiple-choice questions drawn from the strands of the Religion Program, *Sharing our Story*.

Our School's average result (as a mark out of 35)	
Year 4	16.2

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

SECTION SIX: CURRICULUM, LEARNING AND TEACHING

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the NSW BOSTES 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 2016 the School implemented the new syllabuses developed by BOSTES for History and Geography. In addition, the School implements the requirements of the CEO Wilcannia-Forbes.

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

The Stronger Smarter philosophy has impacted on the educational direction and outcomes for the students of St Patrick's. It drives all the teaching and learning that happens at St Patrick's.

"The Stronger Smarter philosophy honours a positive sense of cultural identity, acknowledges and embraces positive community leadership, enabling innovative and dynamic approaches and processes that are anchored by high expectations relationships. High expectations relationships honour the humanity of others, and in doing so, acknowledge one's strengths, capacity and human right to emancipatory opportunity." (Stronger Smarter Institute)

With Stronger Smarter in mind we introduced and implemented a Learning Connections Daily Program into the everyday practice at St Patrick's. Learning Connections is a program which prioritises the order of and combines the benefits of sensory motor and primary reflex inhibition with learning programs, auditory training and nutritional programs. They assist the brain to reorganise what was previously disorganised which frees it up for higher order learning.

Data driven teaching and learning is a priority and has guided the formation of literacy and numeracy groups. Students were grouped according to their levels of achievement and then teaching and learning was differentiated to cater for the students' needs and development. Within the Numeracy groups, Extending Mathematical Understanding (EMU) activities were included in all maths lessons, and a separate EMU intervention program was provided for students in Year 1. EMU is research-based and aims to enhance children's number learning and prepares them to benefit more fully from regular classroom mathematical teaching.

Technology is a major focus in the school. It is embraced and used in all Key Learning Areas, with teachers having access to an interactive whiteboard in each classroom and each student having their own Chromebook. The use of online programs for Numeracy and Literacy (for example, Reading Eggs and Mathletics) are used regularly to enhance the students' learning.

SECTION SEVEN: PERFORMANCE IN TESTS AND EXAMINATIONS

National Assessment Program – Literacy and Numeracy (NAPLAN)

Students in Year 3, Year 5, Year 7 and Year 9 across Australia participated in the National Assessment Program – Literacy and Numeracy (NAPLAN) in May 2016. 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 in our school 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 three bands are reported in the table.

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 3	Grammar and punctuation	62.5%	96.9%	12.5%	71.9%
	Reading	50%	96.9%	25%	70.9%
	Writing	87.5%	98.7%	25%	80.8%
	Spelling	75%	96.8%	25%	76.1%
	Numeracy	85.8%	96.9%	14.3%	61%

NAPLAN RESULTS 2016		% of students at or above national minimum standard		% of students in the top three bands	
		School	NSW	School	NSW
Year 5	Grammar and punctuation	75%	96%	25%	64.2%
	Reading	62.5%	94%	25%	62.3%
	Writing	62.5%	94.8%	0%	50%
	Spelling	62.5%	94.6%	12.5%	63.6%
	Numeracy	100%	95.8%	0%	57.1%

Student percentages are not a key indicator in a small school environment. The performance of one student has significant impact on the overall results, there were only four Year 3 students completing the 2016 NAPLAN Assessment. Year 3 results show an improvement in Numeracy and Writing, however, targets have been set for 2017 to address the Numeracy and Literacy needs of students.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS. All Year 5 students have shown growth in each area except for two students, one student in Numeracy and another in Grammar and Punctuation. Spelling and Writing have been highlighted as a focus for 2017.

NAPLAN data, with other sources, has been used to establish targeted intervention groups in areas of need.

SECTION EIGHT: PASTORAL CARE AND STUDENT WELLBEING

Policies and procedures relating to pastoral care and wellbeing are underpinned by the guiding principles from the National Safe Schools Framework (2011) that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings.

Student Welfare Policy

Student Welfare or Pastoral Care is at the forefront of all policies at St Patrick's Parish Primary School. The Pastoral Care Policy outlines the key responsibilities of all involved in ensuring that students are safe, happy and well taught to enable them to achieve their full potential. The Policy is vital in the promotion of positive relationships between students, families and all members of the school staff.

No changes were made to the policy this year.

Behaviour Management and Student Discipline Policy

The School's policy and procedures for the management of student behaviour operate within a context of justice, compassion, reconciliation and forgiveness. They are based on procedural fairness, clearly defined rights and responsibilities and the inherent dignity of each individual. Corporal punishment in any form is prohibited at the School.

No changes were made to the policy this year.

Anti-Bullying Policy

The Anti-Bullying Policy clearly states that bullying in any form is not tolerated. The policy guidelines state that all allegations of bullying are thoroughly investigated and addressed.

No changes were made to the policy this year.

The full text of all policies focusing on student welfare, discipline and anti-bullying are available from the school.

Complaints and Grievances Policy

The School has formal written protocols in place to address complaints and grievances. These protocols are in line with the CEO's Complaint Handling Policy which is available from the school office.

No changes were made to the policy this year.

Initiatives Promoting Respect and Responsibility

The values of respect and responsibility are reflected across all dimensions of school life. The school has embarked on the "Stronger Smarter" journey, with school-based training for all staff. The Stronger Smarter philosophy acknowledges and respects the dignity of every human being.

"The Stronger Smarter philosophy honours a positive sense of cultural identity, acknowledges and embraces positive community leadership, enabling innovative and dynamic approaches and processes that are anchored by high expectations relationships. High expectations relationships honour the humanity of others, and in doing so, acknowledge one's strengths, capacity and human right to emancipatory opportunity." (Stronger Smarter Institute)

This philosophy aligns with the Restorative Practices program which has already been embedded in the school to nurture and restore relationships.

SECTION NINE: SCHOOL IMPROVEMENT

Each year the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The Plan is informed by the Strategic Plan for Wilcannia-Forbes Diocesan Schools, “Christo et Doctrinae – For Christ and Learning”. The School engages in an annual evidence-based evaluation of its effectiveness against the identified priorities.

Annual School Priorities for 2016

Priority 1	Raising the profile of indigenous culture and Religious heritage of the school community.
Reason for priority 1	To embrace and celebrate the Catholic heritage of our school as well as, acknowledging and celebrating the Indigenous community of the Ngemba people.
Steps taken to achieve priority 1 Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> • Integrating Catholic faith with Indigenous spirituality. • Involvement in the Wilcannia-Forbes Diocesan pilot project to develop Aboriginal language and culture. • Celebrating NAIDOC day. • Training and implementing KidsMatter (Wellbeing) into the school. • Using local indigenous resources e.g. fish traps, Aboriginal Education Workers (AEWS), local Aboriginal Elders, Brewarrina Aboriginal Museum and Cultural Centre. • Providing information for the school community relating to our past history and traditions i.e. St Patrick, Mary MacKillop and St Benedict (Sports Houses). • Acknowledging the previous Catholic traditions e.g. past Religious Orders at St Patrick’s, The Sisters of Mercy.
Status of priority 1	<ul style="list-style-type: none"> • Stronger, Smarter philosophy has been introduced into the school culture which aligns with the strategies to encourage a school culture that embraces and celebrates the dignity of every human being. • NAIDOC celebrations were wonderful this year with the AEWS taking on a major role in the planning and facilitating of the celebrations and this will continue into the future. • The AEWS will begin to implement a language program

	<p>in Term 1, 2017.</p> <ul style="list-style-type: none"> Continued focus on the schools Catholic history will need further development.
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Priority 2	To continue to develop the strategies to improve students' learning and engagement in English and Mathematics
Reason for priority 2	Results of NAPLAN and diagnostic have shown students to be below the national benchmarks in Literacy and Numeracy and this is also reflected in their daily practice.
Steps taken to achieve priority 2	<ul style="list-style-type: none"> Implementing the Australian Curriculum for English, Mathematics and Science. Working in ability groupings for Years Kinder-Year 6. Introducing the Pre Lit Programme for Kindergarten – Term 1 2016. Appointing Literacy and Numeracy focus teachers for Kinder to Year 6. Focusing on student engagement through implementing interesting and challenging lessons. Differentiating the learning activities in ability groupings to improve NAPLAN results. Scheduling Mathematics maintenance at the beginning of each Maths lesson.
Status of priority 2	<ul style="list-style-type: none"> The Australian curriculums for English, Maths and Science are used to direct teaching and learning and new school based Education Plans have been developed to incorporate the new syllabuses. The PreLit Programme was use this year In Kinder, and will be continued next year for the students who need the program. Maths maintenance has been incorporated into the Maths agreed practice and embedded in daily maths lessons.

Priority 3	To continue to embed Diocesan high yield strategies using Instructional Walks, Data Walls, Case Management strategies and Learning Intention and Success Criteria.
Reason for priority 3	The high yield strategies have proven to be effective strategies in improving student outcomes and should be embedded into daily practice at St Patrick's.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> • Purposeful Instructional Walks conducted by executive staff and teachers. • Constructing and analysing Data Walls to guide student learning and inform teacher programming. • Undertaking Case Management on students who are not meeting their learning goals. • Including Learning Intentions and Success Criteria for most Key Learning Areas (KLAs). • Developing Personalised Learning Plans for all students.
Status of priority 3	<ul style="list-style-type: none"> • High yield strategies are still being embedded into the daily practice of the school culture.

Priority 4	To continue to embed the framework of "KidsMatter" for the overall wellbeing and mental health of all students and staff.
Reason for priority 4	The wellbeing of all students is extremely important to St Patrick's. The introduction of the "KidsMatter" program should address some of the issues being experienced by the students at St Patrick's, in a positive way, by developing their self-esteem and self-image.
Steps taken to achieve priority 4 Brief summary from the Annual Improvement Plan	<ul style="list-style-type: none"> • Appointing a Wellbeing Teacher to develop an inclusive model for student learning, including: using the "checking in & checking out" process with students needing extra support with behaviour regulation; co-ordinating breakfast club & club room; and overseeing the social skills program. • Training of staff and implementation of KidsMatter Programme into the school. • Organising Restorative Practices training for new staff

Status of priority 4	<ul style="list-style-type: none"> • KidsMatter continues to be a focus for 2017 as the teacher who was implementing and training the staff left the school. A new staff member will be trained to be the KidsMatter co-ordinator. • The Wellbeing teacher will continue to implement the “checking in & checking out” process. • New staff will require professional learning in Restorative Practices.
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Projected Priorities for 2017

Priority 1	To continue to raise the profile of Indigenous culture and Religious heritage of the school community.
Reason for priority 1	To embrace and celebrate the Catholic heritage of our school as well as, acknowledging and celebrating the Indigenous community of the Ngemba people.
Steps taken to achieve priority 1	<ul style="list-style-type: none"> • Integrating Catholic faith with Indigenous spirituality. • Celebrating regular liturgies to include the Eucharist on a fortnightly basis. • Providing information for the school community relating to our past history and traditions i.e. St Patrick, Mary MacKillop and St Benedict (Sports Houses). • Acknowledging the previous Catholic traditions e.g. past Religious Orders at St Patrick’s, The Sisters of Mercy. • Introducing of the Ngemba language program. • Celebrating NAIDOC day. • Using local Indigenous resources e.g. fish traps, AEW’s, Elders, Cultural Centre.

Priority 2	To raise the Literacy and Numeracy benchmarks in the school to meet the national average.
Reason for priority 2	Results of NAPLAN and diagnostic have shown students to be below the national benchmarks in Literacy and Numeracy and this is also reflected in their daily practice.
Steps taken to achieve priority 2	<p><u>English</u></p> <ul style="list-style-type: none"> • Readers to be returned to the classrooms and teacher assistants to listen to students read daily. • Seven Steps to Success-Writing program introduced and implemented throughout the school. • Daily writing to be implemented throughout the school as daily practice. • ‘Soundwaves’-Spelling program introduced and implemented throughout the school. • Participating in Professional Learning: <ul style="list-style-type: none"> ○ Seven Steps to Writing Success ○ Soundwaves Spelling programme ○ First Steps Reading and Writing ○ Benchmarking and Running Records ○ Learning Intentions/Success Criteria • Using MiniLit/MultiLit/MacqLit programme as a second tier intervention. <p><u>Maths</u></p> <ul style="list-style-type: none"> • Continue with Mathematics Assessment Interview (MAI) testing. • Use Extending Mathematical Understanding (EMU) - as second tier intervention and incorporating EMU into the Maths Scope and Sequence. • Provide ‘hands on materials’ in classrooms and follow the Agreed Practice in Maths to use this equipment daily. • Continue with a Maths maintenance focus at the beginning of lessons through Agreed Practice in Maths. • Introduce inquiry questioning and open ended tasks. • Undertaking Learning Professional Learning for Learning Intentions/Success Criteria.

Priority 3	To continue the Diocesan initiative of implementing high yield strategies: using Instructional Walks, Data Walls, Case Management strategies and Learning Intention and Success Criteria.
Reason for priority 3	The high yield strategies have proven to be effective strategies in improving student outcomes and should be embedded into daily practice at St Patrick's. Due to the high turnover of staff, professional learning in these areas needs to be addressed yearly with a focus on Learning Intentions/Success Criteria and Case Management for 2017.
Steps taken to achieve priority 3	<ul style="list-style-type: none"> • Education Officer to facilitate Professional Learning on the high yield strategies for all staff with a focus on Learning Intentions/Success Criteria and Case Management. • Purposeful Instructional Walks conducted by executive staff and teachers. • Constructing and analysing Data Walls to guide student learning and inform teacher programming. • Undertaking Case Management on students who are not meeting their learning goals. • Including Learning Intentions and Success Criteria for most Key Learning Areas (KLAs). • Developing Personalised Learning Plans for all students.

Priority 4	To embed the Stronger, Smarter philosophy into the school's culture and daily practice, so that it enforces the qualities and values of Restorative Practices and the Catholic faith and teachings of the Gospels.
Reason for priority 4	The Stronger, Smarter philosophy has been introduced into the school culture. It includes strategies to encourage a school culture that embraces and celebrates every human being by developing high expectation relationships between all members of the school community.
Steps taken to achieve priority 4	<ul style="list-style-type: none"> • Stronger Smarter rituals to become daily practice in school life by staff and students. • Girls/Boys Stronger Smarter groups established. • Yarning circle created in the playground. • AEWs planning and facilitating the NAIDOC celebrations. • Ngemba language program commenced in classrooms and AEWs to develop the program further using local indigenous resources e.g. fish traps, AEW's, Elders, Cultural Centre. • Appointing a Wellbeing Teacher to develop an inclusive model for student learning, including: using the "checking in & checking out" process with students needing extra support with behaviour regulation; co-ordinating breakfast club & club room; and overseeing the social skills program. • Incorporate KidsMatter training and implementation into the school. • Provide Restorative Practises Professional Learning for new staff. • Construct and analyse Data Walls to inform student learning and guide teacher programming. • Undertake Case Management on students who are not meeting their learning goals. • Develop Personalised Learning Plans for all students.

SECTION TEN: 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 the School from parents, students and teachers.

Parent Satisfaction

Parent surveys revealed that parents felt welcomed and informed about happenings at the school. There was a positive response to student pastoral care and the teaching of Religion. It was pleasing to note that a majority of parents felt that the teachers provided a stimulating and challenging environment for their child and were always looking for ways to improve what they did. Parents were generally satisfied with the school buildings and facilities. They felt that they could talk about their child's progress with the teacher. However some parents felt that the school could provide more helpful information. Building student's resilience in different situations needs to be addressed at a school level.

Student Satisfaction

Student surveys revealed that students generally like what they are learning at school and are positive about their schooling at St Patrick's. The majority of students felt they had improved in Mathematics but still needed development in Writing. Students reported that although they felt safe at school, t work still needs to be done to build resilience in different situations. They also felt that school leaders should have more leadership opportunities at school through the leadership programme.

Teacher Satisfaction

Teachers are satisfied with the academic performance of students. Teachers and support staff felt that they had opportunity for input into decision making and that they collaborated to plan for instruction and school activities and used assessment information to plan for instruction. More involvement by parents in decision making regarding students educational needs was noted. Teachers felt that students are well behaved and are expected to do well by having high expectation relationships with the students. They indicated that there are opportunities for professional

development, that there is a positive work environment and that the school is a welcoming and inclusive community. They believe that students are deepening their knowledge of Religion and this is improving through student involvement in class liturgies, prayer and religion lessons.

SECTION ELEVEN: FINANCIAL STATEMENT

Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. This financial information is based on the detailed information provided to the Commonwealth Government in the Financial Questionnaire.

RECURRENT AND CAPITAL INCOME	
Commonwealth Recurrent Grants	<i>\$1,025,330</i>
Government Capital Grants	<i>\$666,134</i>
State Recurrent Grants	<i>\$319,981</i>
Fees and Private Income	<i>\$82,252</i>
Other Capital Income	<i>\$14,918</i>
Total Income	<i>\$2,108,615</i>

RECURRENT AND CAPITAL EXPENDITURE	
Capital Expenditure	<i>\$714,210</i>
Salaries and Related Expenses	<i>\$1,250,833</i>
Non-Salary Expenses	<i>\$175,177</i>
Total Expenditure	<i>\$2,140,220</i>