



**CATHOLIC EDUCATION**  
WILCANNIA-FORBES

2020

ANNUAL SCHOOL REPORT



### **St Patrick's Parish School**

108-116 Bathurst St, BREWARRINA 2839

Principal: Mrs Lindi O'Connell

Web: [www.wf.catholic.edu.au/schools/brewarrina/](http://www.wf.catholic.edu.au/schools/brewarrina/)

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## About this report

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St Patrick's Parish School (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Education Office (CEO), Diocese of Wilcannia-Forbes. The CEO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report') demonstrates accountability to regulatory bodies and the CEO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the Annual Improvement Plan (AIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

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## Message from key groups in our community

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### Principal's Message

During this year we have endured many challenges due to the impact of coronavirus on our community and our school. The students worked from home during part of the year with the teachers working tirelessly to ensure online learning and home learning packs were available for teaching and learning to continue. Most students returned to school as soon as the restrictions allowed them to.

We have continued to focus on high expectations relationships and wellbeing, which has permeated everything we have done. Students have strived to be respectful learners who build, maintain and restore healthy relationships. Their positive attitude towards learning and working collaboratively has seen all of our students make significant gains, particularly in Literacy and Numeracy.

We have also focussed on differentiation across all Key Learning Areas, but particularly in English and Mathematics so we could support the individual success for all students, maximise each students' growth and teach every student based on data collected from a variety of sources. I feel so incredibly blessed and honoured to be part of this amazing little school and the community that surrounds us.

### Parent Body Message

I have found that being part of the Parish/School Advisory Committee this year has been a very rewarding experience. Whilst attending these meetings I have come to realise how much goes on in the background to be able to ensure that the school runs efficiently and smoothly. It is evident that the teachers, teachers aides and all other staff at the school work hard to assist the students to excel in everything they do, whether it be academically, spiritually, culturally, socially or with physical activities and sports. I am honoured to send my children to this school and have experienced firsthand how well they work with allied health, psychologists and other centres to ensure that ALL students are given every opportunity to excel even when boundaries exist that make learning difficult at times. I had the privilege of having the support of the school to help my child as they worked with the Centre of Effective Reading to address my son's specific learning disorder. I cannot express my gratitude for the work they put into making this happen. This year has been difficult for everyone and it has been wonderful to see how little the pandemic has affected the students. I strongly believe the school has played a huge part in this with how they have handled the changes and navigated the unexpected challenges that have come with COVID19.

Chairperson Parish School Advisory Committee

## Student Body Message

This year we had lots of fun. We had new students and teachers come to our school. The teachers in all the classes set high standards and we have strived for our learning to improve. I have enjoyed the extra responsibilities as being a leader in Year 6 and I believe it has helped me with my leadership and public speaking. The Student Representative Council met once a fortnight to discuss new initiatives at the school and this was another chance to have responsibility within the school. We are most proud of our new veggie garden and are starting to taste test some cucumbers and the pears will be ready soon!

I will miss St Patrick's and I look forward to visiting again and sharing my high school experiences!

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## School Features

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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 32 students with 80% Aboriginal.

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.

As a school community we strive to live our school motto: Safe, respectful learners just like St Patrick. Strong and Smart, as we follow the examples of Jesus and our patron St Patrick every day.

Our achievements for 2020 include:

- Early in the year we had engagement of parents and families with Parent and Family nights that included goal setting meetings and Personalised Learning Plans, with a high attendance. We have continued to engage with parents via phone calls and meetings when COVID restrictions allowed.
- Introduction of the Parish/ School Advisory Committee which includes the Parish Priest, Principal, Religious Education Coordinator and two parent representatives
- 4/5/6 Youth Retreats with Tom McKeown from WF CEO.
- Weekly School/ Parish Masses
- Participation in local events including ANZAC Day, Remembrance Day, NAIDOC Week celebrations.
- Term 4 2021 Kindergarten Transition Program
- Daily Breakfast Club and Fruit Breaks
- Life Education Van
- Book Week activities
- Visits from health professionals
- Andrew Chinn visit
- Christmas pageant

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## Student Profile

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### Student Enrolment

St Patrick's Parish School caters for students in Years K-6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2020:

| Girls | Boys | LBOTE* | Total Students |
|-------|------|--------|----------------|
| 14    | 16   | 1      | 30             |

\* Language Background Other than English

### Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Wilcannia-Forbes Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. It aims to:

- Set direction for school procedures and practices for enrolling students into Catholic primary schools within the Diocese of Wilcannia-Forbes.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
  - provide schooling, where possible, for children of Catholic families who seek enrolment
  - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
  - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

### Student Attendance Rates

The average student attendance rate for 2020 was 84.69%. Attendance rates disaggregated by Year group are shown in the following table.

| Attendance rates by Year group |        |        |        |        |        |        |
|--------------------------------|--------|--------|--------|--------|--------|--------|
| Kindergarten                   | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| 82.50                          | 88.70  | 88.30  | 83.70  | 82.10  | 80.00  | 87.50  |

## Managing Student Non-Attendance

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

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

- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from School are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Director of Catholic Education or designated Catholic Education Wilcannia-Forbes Schools officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

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## Staffing Profile

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### Staffing Profile

The following information describes the staffing profile for 2020:

|                                    |    |
|------------------------------------|----|
| Total number of staff              | 12 |
| Number of full time teaching staff | 4  |
| Number of part time teaching staff | 1  |
| Number of non-teaching staff       | 7  |

### Total number of teaching staff by NESA category

Teachers at St Patrick's Parish School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 9 teachers
- Provisional 23 teachers
- Proficient 220 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

### Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Education Office (CEO).

St Patrick's Parish School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. During the year all teachers have been involved in professional learning opportunities related to improving student outcomes.

## Summary of professional learning at this school

**Day One: Child Protection and the Non-Negotiables for Catholic Schools and Catholic Education.** All staff were trained in the area of Child Protection and given an opportunity to write, review and consult on St Patrick's Annual Improvement Plan. In line with the Non-Negotiables for Catholic Schools and the Catholic Education Office in the Diocese of Wilcannia-Forbes Parameter 14: Shared Responsibility and Accountability.

**Day Two: Differentiation & Religious Education.** All staff focused on **Differentiating Environments** through varying the environment, using inspirational materials, creating routines and processes that support independence, support routines with environmental resources, provide supportive visual aides and information in the environment, arrange desks and resources to promote collaboration and establish routines. Staff also revisited the expectations for setting up the New RE Syllabus and the Grace and Courtesy Procedures for RE and across the school.

**Day Three: Digital Learning Platform.** Staff engaged in training and preparation for student online learning.

**Day Four: RE Moral Formation.** Sacraments of the Catholic Church. In accordance with Catholic Education Strategic Priorities for 2020, the school sets aside adequate time and resources for the implementation of the new RE curriculum.

**Day Five: Standard of Teaching and Engagement of Learning.** Staff engaged in workshops to support the implementation of NESAs and CEWF Framework, with the inclusion of the new program drive map and school-based planning templates.

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## Catholic Identity and Mission

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Catholic Schools in the Diocese of Wilcannia Forbes operate under the leadership of the bishop and in partnership with parents, priests and school staff. St Patrick's Parish School constitutes a key component of the Church's mission of evangelisation and catechesis. The diocesan Religious Education program, Educating in Christ emphasises the kerygma (proclaiming the essential message of Christ), mystagogy (linking the sacraments with the Scriptures), appropriate moral formation, and prayer. It uses a modified Montessori pedagogy and pays close attention to the developmental stage of each child, accompanying each one as they pursue their own personal relationship with Christ.

Every student at St Patrick's Parish Primary School is actively involved in the prayer and liturgical life of the school. Our Parish Priest, Father Magnus, travels from Bourke every Thursday for a school mass and once a month for a Sunday Parish mass. The celebration of school masses throughout the year has created a wonderful focus for special school events such as the Beginning of Year Mass, where our school leaders are inducted and new staff and families are welcomed, and our End of Year Graduation Mass, where we farewell our Year 6 students and staff leaving St Patrick's.

Other special masses celebrated throughout the year include the feast of St Patrick, Catholic Schools Week, Our Lady Help of Christians, Our Lady of Perpetual Help, St Mary of the Cross and Our Lady of the Rosary, to name a few. The children are actively involved in these celebrations through readings, offertory, prayers of intercession and singing of hymns.

The sacramental program is cyclic due to our small numbers and as all students received their sacraments last year, no students received the sacraments for the first time this year.

The school has a strong emphasis on prayer. Students pray the school prayer together every morning and a Guardian Angel prayer together every afternoon. Throughout the day students pray together in their classes. All staff and students pray The Angelus daily at 12:00 noon.

St Patrick's Parish School is a central part of our St Patrick's Parish. The staff members of St Patrick's are involved in the life of the parish through participation in the liturgies and some morning teas after mass. The students and families are invited to be connected to the parish community through participation and inclusion in parish activities. As a parish school we celebrate mass each term where school families are encouraged to participate and celebrate together.

The parish community is invited to all of the events we have at the school and we keep them informed through our school newsletters that are placed at the back of the church.

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## Curriculum, Learning and Teaching

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St Patrick's Parish School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members strive for continuous improvement of teaching and learning in all facets of the curriculum.

St Patrick's Parish School is committed to providing quality education that strives to meet the needs of every child. The curriculum is underpinned by Catholic values and the Diocesan Statement of Faith and Mission.

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The Stronger Smarter philosophy of high expectations relationships has permeated all aspects of life at St Patrick's this year; academically, socially, emotionally and culturally.

“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.” (Stronger Smarter Institute)

The Aboriginal Education Workers (AEWs), with the support of the CEO Aboriginal Education Support Officer, Principal and classroom teachers, teach a Language program each week based on significant local cultural aspects of the community and the local Ngemba language. Our AEWs also continuously strive to build ties between home and school and are instrumental in supporting children academically, socially and emotionally.

During 2020 curriculum development has been a high priority. We have continued to develop our Literacy and Numeracy practices. In Literacy we have had a clear focus on writing. This writing focus was supported by focussing on high yield strategies, including Learning Intentions and Success Criteria and setting individual learning goals for each student. Seven Steps Writing was revisited to ensure consistent understanding across all classes.

Extending Mathematical Understanding (EMU) has continued to grow in strength throughout the year. Professional development for staff ensured a consistent approach across the school. Student data was gathered each term so we could monitor growth as a staff and

ensure that our classroom practices and intervention programs were meeting the needs of each individual student.

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

Wellbeing, behaviour and social emotional learning have also been a high priority throughout the year. We were supported by a psychologist who created classroom programs tailored to the needs of each class and conducted lessons in conjunction with the classroom teachers. This provided valuable professional learning for teachers and a bank of skills for students to call upon when feeling stressed, challenged, or overwhelmed. We also had a local artist come to St Patrick's to work with the students over a number of weeks to teach them how to use art to enhance their wellbeing. Students responded in a very positive manner and the results were evident in their artwork and their evaluations.

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## Student Performance in Tests and Examinations

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Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment program Literacy and Numeracy (NAPLAN). The purpose of this test is to provide information to parents and teachers about the achievements of students in aspects of Literacy and Numeracy. The test provides a measure of the student's performance against established standards and against other students in Australia. Each year the results are analysed by the school to inform teaching with a view to improving student performance.

The Commonwealth Government sets minimum acceptable standards for literacy, numeracy, reading, writing, grammar, punctuation and spelling at particular ages. These are referred to as national minimum standards. Student performance in NAPLAN in our school is compared to these standards.

NAPLAN testing was cancelled in 2020. This decision was made to assist principals, teachers and school staff focus on student learning during the COVID-19 outbreak.

Historical NAPLAN student performance information can be accessed from the [My School](#) website.

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## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Wellbeing and Pastoral Care Policy.

The [Wellbeing and Pastoral Care Policy](#) 2020, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Wellbeing and Pastoral Care Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the [Behaviour Management and Student Discipline Policy](#). Policies operate within a context that all members of the school community share responsibility to foster, encourage and promote positive behaviour and respectful relationships.

The policy aims to promote a safe and supportive learning environment to maximise teaching and learning time for all students. It supports the development of students' pro-social behaviour based on respectful relationships and clear behavioural expectations. The dignity and responsibility of each person is promoted at all times along with positive student behaviours while ensuring the respect for the rights of all students and staff.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Behaviour Management and Student Discipline Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Anti-Bullying Policy

The School's Anti-Bullying guidelines and procedures are based on and informed by the [Anti-Bullying Policy](#) and is aligned to the Wellbeing and Pastoral Care Policy and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt.

Anti-Bullying policies support school communities to prevent, reduce and respond to bullying.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Anti-Bullying Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Complaints Handling Policy

The School follows the [Concerns and Complaints Handling Policy](#). A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process.

The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people.

Further information about this and other related policies may be obtained from the [CEWF website](#) or by contacting the CEO.

The Concerns and Complaints Handling Policy was updated in 2020 and approved by the Catholic Education Wilcannia-Forbes (CEWF) Leadership Team.

## Initiatives promoting respect and responsibility

The values of respect and responsibility are reflected across all dimensions of school life.

With our school motto 'Safe, Respectful Learners Just Like St Patrick. Strong and Smart' and our Making Jesus Real Program we as a community ensure that values of respect, kindness and compassion are expected and celebrated behaviours. A true culture of care is evident and experienced each day within our school community.

Strong and Smart in our school motto reflects the Stronger Smarter journey that our school is on. The Principal attended the Stronger Smarter training and many staff members have

already participated in the training. The Stronger Smarter philosophy acknowledges and respects the dignity of every human being. The whole staff engage in Stronger Smarter practices. The philosophy aligns with restorative practices which are embedded in the school to nurture and restore relationships. The values of compassion, empathy, kindness, tolerance and reconciliation underpin all we do at St Patrick's and are promoted in the community through newsletters, assemblies and community involvement in school events.

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## School Improvement

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The focus for St Patrick's Parish School and the Catholic Education Office, together, is system improvement and capacity building to deliver on wellbeing and learning for all students within our Catholic community. All Wilcannia-Forbes systemic schools engage in an annual cycle of school improvement. The Annual Review and Planning Cycle: Developing the Annual Improvement Plan assists and supports schools in this endeavour.

St Patrick's Parish School undertakes an internal review (self-assessment) which is context-specific, evidence-informed and outcomes-focused. The Annual Improvement Plan is the output of the internal school review and targets priorities for improvement in two domains: Mission and Religious Education; Learning and Teaching.

A Fifty Day Review is used to monitor progress towards targets. Practices are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance.

### Key Improvements Achieved

#### **Annual School Priority One for 2020:**

**To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school.**

#### Reason for priority 1:

- A review of the Religious Education Curriculum "Sharing Our Story" was undertaken in 2018. After an in depth consultation with stakeholders (students, priests, parishioners, parents, principals, REC's) 16 recommendations were identified.
- A key recommendation was to: "Either adopt a current Religious Education curriculum already written, or develop a new Diocesan Religious Education curriculum that meets the aims and content of Religious Education outlined in magisterial documents and the uniqueness of the Diocese of Wilcannia-Forbes."

#### Steps taken to achieve priority 1:

- Designate and prepare learning spaces and timetables for Religious Education within our school.
- Ensure that all staff members receive appropriate support in understanding the new methodology.
- Designate time at staff meetings for discussions/reflections in regard to the implementation of the new diocesan Religious Education curriculum.

Status of priority 1:

- Achieved

**Annual School Priority Two for 2020:**

**A focus on Differentiation - Content, Process, Product and Environment to support the individual success for all students, maximise each student's growth and teach every FACE**

Reason for priority 2:

- Further build the capacity of all staff members through a focus on Differentiation, so that, they are able to support the individual success for all students, maximise each student's growth and teach every FACE.

Steps taken to achieve priority 2:

- Day 2 beginning of the year - Professional Reading / Staff meeting session
- Whole school focus on Differentiation: Environments during the first 5 weeks - Vary the environment, use inspirational materials, create routines and processes that support independence, support routines with environmental resources, provide supportive visual aides and information in the environment, arrange desks and resources to promote collaboration and establish routines
- School Standardised Assessment and analysis of data
- Staff Meeting PL - Drilling down into types of Differentiation

Status of priority 2:

- Achieved

**Priority Key Improvements for Next Year**

**Annual School Priority One for 2021:**

**To further the goal of bringing students into closer intimacy with Christ by implementing the new diocesan Religious Education Curriculum in all classes throughout the school, Phase 3.**

Reason for priority 1:

- The new diocesan Religious Education Curriculum will continue to be implemented in all classes throughout the school. Specifically, Early Stage 1, Stage 1, Stage 2 will be fully implemented. Stage 3 part 1 will be introduced.

### Steps taken to achieve priority 1:

- A Trinitarian-Christocentric approach permeates the culture of the school (through Jesus Christ, in the Holy Spirit, to the Father). In educational terms, this means that there is a realistic attempt to incorporate learning from body, to heart to mind. Hence, normally, every encounter in religious education will have:
  - Something concrete
  - Something affective
  - Something for the mind
- Staff members will continue to receive professional training around each of the works that need to be introduced in the coming term. This will usually be provided in person by one of the members of the MRE team.
- A professional learning day around the topic of “Using the Scriptures with Children” will be provided.
- Learning spaces and resources will continue to be developed in support of the pedagogical practices of the Religious Education Curriculum.
- Students will be able to demonstrate progress with reference to their own reflections in their learning journals.
- Students will be making progress towards being engaged, independent learners.
- At their own level of understanding, students are continuing to develop in their abilities to articulate and reflect upon their learning through discussion with the teacher and making entries into their learning journal.
- Teachers provide effective descriptive feedback to individual students about their learning in association with the student’s learning journal.
- The student learning journals are effectively utilised by both students and teachers.
- Teachers have the opportunity to reflect upon and give feedback in relation to the implementation of the religious education curriculum.

### **Annual School Priority Two for 2021:**

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

### Reason for priority 2:

- To improve student learning through evidence-based pedagogy that aligns to the outcomes of the English K-6 Syllabus to meet their individual needs;
- Empower teachers using systematic, direct and explicit instructional strategies based on rigorous research shown to be effective in enhancing the literacy skills of all children;

- Use diagnostic and developmentally appropriate assessment (ESTA-L) whilst undertaking regular, collaborative monitoring and reporting of individual progress to inform next steps in teaching;
- Reflect upon and develop our whole-school literacy processes, encompassing planning, monitoring and review.

Steps taken to achieve priority 2:

- Strengthen whole school capacity through the ongoing development of instructional coaching;
- Engage with face-to-face and online professional learning modules to enrich teachers' understanding of effective, explicit, reading instruction;
- Use consultancy support to facilitate the transfer of learning to classroom practice;
- Apply the Early Screening Tool Assessment-Literacy (ESTA-L®) to identify early reading skills students have mastered, and still need to master across K-6;
- Provide parent workshops to guide parents in supporting their children's emerging reading skills;
- Review the Literacy Block and its agreed practices.

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## Community Satisfaction

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

### Parent satisfaction

In a parental survey, all respondents strongly agreed and agreed that St Patrick's Parish School, Brewarrina helped their child to develop knowledge and understanding about the Catholic tradition.

Parents were asked if their children were challenged to maximise their learning, the respondents strongly agreed (70%) or agreed (30%) with this statement. All parents strongly agreed that St Patrick's School strives to meet the learning needs of their children.

Over 85% of families surveyed strongly agreed that St Patrick's provided appropriate information about their child's learning progress over time, whilst the remaining 15% agreed with this statement. All parents either strongly agreed or agreed that the school effectively communicates to parents about activities and events.

Seventy per cent of families strongly agreed, whilst the remaining 30% agreed that St Patrick's provides a safe and supportive environment for their children. All respondents strongly agreed (85%) or agreed (15%) that teachers are genuinely interested in the welfare of students.

### Student satisfaction

All students at St Patrick's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic faith. Students surveyed were always proud of their school.

All students believed that their teacher encouraged them to do their best in school activities, as to understanding their rights and responsibilities at school.

Students always feel safe at school and understand that they could approach a staff member for help if needed.

### Teacher satisfaction

All staff members enjoy working at St Patrick's Parish School and classify the school as an extremely safe working environment that fosters and encourages collaboration between staff.

Staff agreed that the school gave the right amount of attention to Standardised Testing and felt that the school cared a great deal about their professional growth and development.

All staff responded that they are satisfied with their teaching experience at St Patrick's Parish School, Brewarrina.

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## Financial Statement

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Consistent with the NESAs requirements, financial income and expenditure for St Patrick's Parish School in 2020 is shown below. This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

| <b>Recurrent and Capital Income 2020</b>   |                    |
|--|--------------------|
| Commonwealth Recurrent Grants <sup>1</sup> | \$1,065,860        |
| Government Capital Grants <sup>2</sup>     | \$0                |
| State Recurrent Grants <sup>3</sup>        | \$354,248          |
| Fees and Private Income <sup>4</sup>       | \$81,277           |
| Interest Subsidy Grants                    | \$0                |
| Other Capital Income <sup>5</sup>          | \$555              |
| <b>Total Income</b>                        | <b>\$1,501,940</b> |

| <b>Recurrent and Capital Expenditure 2020</b> |                    |
|---|--------------------|
| Capital Expenditure <sup>6</sup>              | \$34               |
| Salaries and Related Expenses <sup>7</sup>    | \$1,070,890        |
| Non-Salary Expenses <sup>8</sup>              | \$483,555          |
| <b>Total Expenditure</b>                      | <b>\$1,554,479</b> |

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2020 REPORT