



# CATHOLIC EDUCATION WILCANNIA-FORBES

# 2020

## ANNUAL SCHOOL REPORT



### St Patrick's Parish School

1 Austin St, TRUNDLE 2875

Principal: Mrs Trish Cleal

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

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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

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

With teaching and learning focusing on the individual needs of students and authentic learning opportunities, our students have once again excelled in many areas of learning. At St Patrick's Parish School, opportunities for learning do not stop in the classroom. An overall focus for 2020 has been to create an effective school learning environment which is supportive and productive and will promote independent and self-motivated learners, where learning connects strongly with communities and practice beyond the classroom. Our teachers are privileged each day to participate in their student's academic journey. They recognise and applaud just how hard their students try. They celebrate their students' achievements whether they be great or small and they share with pride the progress their students make with their learning.

The students' focus is always on school spirit and personal excellence and they are driven in their desire to achieve their best with every event in which they participate. As a community, we worked at positively engaging parents in their children's learning.

### Parent Body Message

The St Patrick's Parish School, Trundle Parents and Friends Association would like to thank the staff, children, parents and community of Trundle for their generous support during 2020. This year our opportunities for fund raising were greatly reduced due to Covid-19, however a planned Cookbook became a real focus for us and we marketed the book beyond the immediate school community. November saw a return to holding Street Stalls and we were able to host one in November. These two events enabled us to contribute a reduced amount of \$8,000.00 to the school for the following items: a contribution towards a Buller and Filling Station on the Big Field; a refrigerator for student lunches; and sunglasses for each new student. Future projects for 2021 will be focused on play equipment and shade areas.

St Patrick's Parents and Friends would like to acknowledge the staff of St Patrick's Parish School, for their continuous support of the Parents and Friends Association. We greatly appreciate all they do.

President

## Student Body Message

2020 was a unique year at St Patrick's Parish School, in that we did not have any Year 6 students. This created a change in protocol. Year 5 students took on the role of School Leaders in an informal capacity.

We lead the weekly school assemblies, organised fund-raising events each term, and helped organise the school swimming carnival. Covid-19 restrictions did not allow visitors in the school. We also lead the Mini-Vinnies group in some limited fund-raising. We look forward to the opportunity to take on the School Leadership roles in a formal capacity in 2021.

Year 5 representatives

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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 Trundle. The School caters for students in Kindergarten to Year 6, and has a current enrolment of 37.

The Sisters of Mercy commenced teaching in Trundle in 1924. The current school was constructed in 1927. St Patrick's occupies a central site in Trundle. There are 3 original classrooms with an old church attached to the rear of the original school. This is now the school hall area. A new administration block comprising a library, resource room, staff room, toilets, interview room, secretary's and principal's office was constructed in 2002. Through the Building the Education Revolution Program, modern toilet facilities and a covered outdoor learning area have been completed and were officially opened in 2011.

The Catholicity of the school is constantly enriched and strengthened by the new religion teaching and learning program, Educating in Christ, liturgical celebrations, daily school prayer, sacramental programs and service to the local community. Our policy of accessibility and inclusiveness regardless of cultural background or disability combined with a nurturing, supportive staff who promote and encourage a happy, caring and loving environment at St Patrick's, inspire us all to strive to educate and develop each child within the school in Catholic discipleship.

Covid-19 had a huge impact on our school this year. During the period of 'Home Based Learning' our teachers worked tirelessly to ensure all students received quality teaching and learning. Weekly Learning Packs were prepared for each student. Staff coordinated the distribution of the Learning Packs, collection of completed work and marking and feedback each week. Wilcannia-Forbes Catholic Education provides every students with their own device. Our teachers used technology to make weekly contact with all families and students. We used technology to continue individual 1:1 programs; Royal Far West Telehealth programs and counselling sessions provided by a contracted psychologist. Teachers organised Zoom classroom recess gatherings and classroom meetings. Our staff are to be commended for their dedication during this difficult time.

Covid-19 restrictions meant that the students were not able to be involved in community events that our school usually supports. We were able to contribute to the 'Virtual Trundle Show Display' with photographs of our art and craft entries and our vegetable entries. We missed the opportunities to connect with the elderly members of our Parish and wider community.

Our Mini-Vinnies group maintained their role as an active part of our school community. In terms 1,3 and 4 they managed to coordinate a fundraising activity to support Caritas Australia, Catholic Mission and St Vincent de Paul. Project Compassion always plays a big

part in our Easter preparations. We are very proud of the way in which the children follow in the mission of Jesus.

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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
18	15	0	33

\* 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 91.82%. 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
92.30	90.10	93.60	92.60	94.20	88.10	

## 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	11
Number of full time teaching staff	4
Number of part time teaching staff	1
Number of non-teaching staff	6

### 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 1: Resources to Engage Students in Their Learning**

Staff identified the essential resources required for effective student learning and applied their learning to the specific needs of their students, especially those with Additional Needs.

### **Day 2: English: Writing**

A one day course delivered by PETAA around enthusing students to write. Staff joined with staff from Holy Family Parish School, Parkes. A professional learning community has been established between the two schools around writing.

### **Day 3: Sacramental Formation**

Lead by Luke Burton, our Religious Education Education Officer, staff identified the teaching of Sacraments within the new Educating in Christ curriculum.

### **Day 4: Aboriginal Perspectives; Trauma; Hexagonal Curriculum Planning**

Three Twilight Meetings investigated perspectives across the curriculum in Aboriginal Education Children Suffering from Trauma and Hexagonal Curriculum Planning. These three professional learning sessions upskilled staff to provide students with the best possible opportunities to engage them in effective learning.

### **Day 5: Assessment for Learning**

Staff analysed 2020 End of Year assessments, updated the current Data Walls and planned for 2021 cohorts of students.

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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.

### **Prayer, Liturgical Life and Faith Experiences**

Catholic symbols and sacred spaces are strategically placed around the school and in each classroom to celebrate the Catholic identity of St Patrick's Parish School. Participation in weekly prayer and reflection positively nurtures the staff as a community of faith. The staff and students of St Patrick's participate in daily school and classroom prayer. The school prayer, composed by the children, is prayed at morning assembly. The Angelus is prayed daily at 12.00 noon. Grace is prayed before recess and lunch as well as formal prayers. Individual prayers are a significant part of the prayer life of St Patrick's throughout the school day.

The Religious Education teaching and learning program taught in our school is the Diocesan Religious Education Curriculum, Educating in Christ.

Each week the children attend Mass or a Liturgy of the Word, with the preparation of readings, offertory and prayers of the faithful belonging to them. The children also attend Reconciliation when arranged by the Parish Priest.

### **Parish Partnerships**

This year, Covid-19 restrictions have limited opportunities for the children of St Patrick's to be active in the Parish during the year. We have had limited participation in Masses to celebrate significant aspects of school life. We have not been able to hold special Term School/Parish Masses involving students and families. The involvement of the staff in the Parish has also been limited. Once Covid-19 restrictions were lifted, Father Kamba, our Parish Priest, has celebrated Mass on Thursdays with the students and the Parish. Fr Kamba continues to reach out to families associated with our school. This is a true example of evangelisation.

Fr Kamba has guided us in all aspects of school functioning: spiritual, financial and administrative. His presence is greatly appreciated by all members of our school community.

The parish members support the school in many aspects of school life. The connection between parish and school is very strong.

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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.

This year we again employed an Aboriginal Education Worker. Aboriginal perspectives are included in all Key Learning Areas, especially Religious Education. Aboriginal literature is included in the English syllabus. During NAIDOC Week we held a full day of activities, inviting families to join in. We concluded the day with a Yarning Circle.

St Patrick's has a well-deserved reputation for being a leading school for technology. Technology is integrated into all KLA's and is seen as a vital learning tool for staff and students. A focus area for St Patrick's School in 2020 was the use of technology to support learning in all KLAs particularly with the Green Screen and 3D printing to enhance visual representations and the purchase of Speros. As part of the diocesan commitment to 21st Century Learning, every child has access to a personal Chromebook. This involves a Buy your Own Device Arrangement with parents.

Under the direction of Lyn Sharratt (*Putting Faces on the Data*; 2012), St Patrick's has focused on personalising data to increase student engagement and develop the school culture to use ongoing assessment to inform instruction. This has complemented the work of Ann Gervosoni (*Extending Mathematical Understanding*), in developing innovations to provide high-quality learning environments. We have conducted EMU Intervention programs this year.

2020 was very limited for St Patrick's students in the sporting arena due to Covid-19 restrictions. We conducted our annual Swimming Carnival but students did not have opportunities to represent the school or Diocese in any fields.

In 2020, our school continued to implement initiatives which redesigned our learning spaces and catered for diverse learning needs. There were limited opportunities to take learning beyond the classrooms this year due to Covid-19 restrictions. In Term 4, we were able to provide an excursion for each class.

Students with additional needs enrolled at St Patrick's School all have a Personalised Learning Plan. School staff have worked closely with staff from the Catholic Education Office to access assessments and advice from professionals to form appropriate individualised programs. We work closely with regional Allied Health professionals and representatives of Royal Far West.

We have delivered a diverse range of interventions in partnership with Royal Far West. Teacher Assistants have been employed to support the needs of these students within the school environment and professional development has been provided for these teacher assistants.

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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

### Initiatives Promoting Respect and Responsibility

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

At St Patrick's Parish School, we have policies that refer to:

- rights and responsibilities of students and staff within the school community;
- behaviour management;
- bullying and harassment;
- the role of our student leadership program and its monitoring

- the discipline system, that ensures corporal punishment is never administered, and serious incidents are appropriately managed and reported: and
- identification of and provision of support for students with additional needs.

Our school leaders conduct a Peer Support program across one term each year. Throughout the school, the Restorative Practices framework is used in all aspects of relationship-building between students, staff and community. Making Jesus Real is a very meaningful initiative in our school which incorporates the message of Jesus into all aspects of the students' lives and focuses on activities which develop a culture of caring for one another. Every week at our School Assembly, a Making Jesus Real award is presented. Each term the students fundraise for special projects, promoting their awareness of social justice. These are Caritas; St Vincent de Paul; Mercy Mission and Australian Catholic Missions.

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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:

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

#### Status of priority 1:

- Everyone within the school community is aware of how the RE curriculum is delivered. Staff are familiar with all resources that are used in each lesson.
- Lesson format is embedded within our RE practice. The children's vocabulary and routine of the lesson has become automatic.

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

#### **Differentiate instruction to explicitly teach and effectively evaluate student learning in Writing.**

#### Reason for priority 2:

- Discussion at AIP planning meeting in Term 4, 2019.
- Review of the school's Assessment and Reporting policy.
- Review of current and recent NAPLAN data.

#### Steps taken to achieve priority 2:

- A sample of writing from each student.
- Whole staff moderated each sample against syllabus outcomes.
- Creation of Writing Data Wall
- Implementation of Seven Steps For Writing Success
- PL for all teachers with PETAA
- Student personal goals

#### Status of priority 2:

- Ongoing setting of personal student goals.
- Ongoing differentiation of instruction.

#### **Priority Key Improvements for Next Year**

#### **Projected Priority One:**

**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.

### Projected Priority Two:

**St Patrick’s Parish School 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 agreed that St Patrick's Parish School, Trundle helped their child to develop knowledge and understanding about Catholic tradition and provided opportunities for parents to be involved in school life and activities.

Parents were asked if their child was challenged to maximise their learning, 75% of parents strongly agreed with this statement, whilst 25% agreed. All respondents strongly agreed or agreed that school strives to meet the learning needs of their children.

All families agreed that St Patrick's provided appropriate information about their child's learning progress and with over 60% of parents strongly agreeing that the school effectively communicates to parents.

75% of respondents, strongly agreed that St Patrick's Parish School provides a safe and supportive environment for their children and that the teachers are genuinely interested in the welfare of the students. The remaining 25% agreed with the above statements.

### Student satisfaction

All students at St Patrick's Parish School strongly agreed or agreed that the school helped them in developing knowledge and understanding of the Catholic tradition. All students surveyed were proud of St Patrick's. All students believed that their teacher always encouraged them to do their best in school activities, in regards to understanding their rights and responsibilities at school.

All students agreed that they feel safe at school and believed that St Patrick's offered them a range of sporting and curriculum choices. All students understood who they could approach a staff member for help if needed at school.

### Teacher satisfaction

All staff member enjoys working at St Patrick's and classifies the school as a safe working environment, that fosters and encourages collaboration between fellow teachers and support staff.

Staff agreed that the school gave the right amount of attention to Standardised Testing and the expectation for student growth was extremely reasonable.

Most staff surveyed felt that the school cared about their professional growth and felt Principal feedback was extremely or very useful in their maintaining their professional growth at St Patrick's Parish School, Trundle.



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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>	\$840,061
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$231,570
Fees and Private Income <sup>4</sup>	\$127,588
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$2,815
<b>Total Income</b>	<b>\$1,202,034</b>

<b>Recurrent and Capital Expenditure 2020</b>	
Capital Expenditure <sup>6</sup>	\$37
Salaries and Related Expenses <sup>7</sup>	\$906,006
Non-Salary Expenses <sup>8</sup>	\$325,440
<b>Total Expenditure</b>	<b>\$1,231,483</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