

# ANNUAL SCHOOL REPORT

# 2015

SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## St Patrick's Primary School, LOCHINVAR

Gregory Road, LOCHINVAR 2321

Principal: Mr Peter Treloar

Phone: 4930 7270 Fax: 4930 7917

Email: [admin@lochinvarep.catholic.edu.au](mailto:admin@lochinvarep.catholic.edu.au)

[www.lochinvarep.catholic.edu.au](http://www.lochinvarep.catholic.edu.au)

## About the Annual School Report

St Patrick's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

# Messages from Key School Bodies

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## Principal's Message

Our school motto, "Grow by God's Gifts" is a reminder that we constantly encourage a sense of purpose in our children and deliver a message that individualism must diminish as we grow and develop and explore the world.

Our academic results are strong and the co-ordination of special needs and remedial support programmes effective.

Our staff are excellent educators and the drive and enthusiasm they reflect each day is very pleasing. The pastoral care of the staff and their attention to detail in and out of the classroom shows both dedication and professionalism. Our children are encouraged and expected to work to their capacity. Classrooms are busy and productive as well as being places where children and teachers are able to share and reflect.

The Faith Culture of the school is authentic and continually articulated. It remains the core of all that we do and is the reason why our school is one of such great hope.

We continue with the "You Can Do It" programme which fits hand in glove with so many aspect of our Faith story. We are promoting the 5 cornerstones of; Resilience, Confidence, Getting Along, Persistence and Organisation as a means to achieve success in what we set out to achieve. To these cornerstones are aligned "habits of the mind" which are the observable traits that model the cornerstones. The programme is an extremely positive approach to the skilling of our children. The staff are currently developing a Positive Behaviour Framework and we are beginning to use elements this year. This framework will link to St Joseph's High School for the future.

As always we are indebted to our parents and the Parents and Friends Association for the support and goodwill they afford the school. We continue to encourage close contact between parents and school and give many invitations and opportunities for this to occur. Our families continue to take responsibility for certain aspects of the school. Our many Rainbow Reader helpers are to be thanked. The wonderful work they do with our children has attained very positive outcomes.

We have had a great year and look forward to the next to further nurture this place into one where our vision statement is lived out each day.

## Parent Body

Our P & F community worked towards paying for essential classroom items such as reading books and Maths resources. This year we have run a successful Book Week and Grandparents day was again a great success. Our Cherry Blossom Ball in Spring was a huge success. we have been welcoming new people to the school and providing morning tea for school functions.

We would like to thanks all parents for your ongoing support.

## Student Body

St Patrick's Primary School is a great place to learn. We are involved in plenty of sport and have a lot of fun on the playground. We have a new sandpit. Our lunch club, chess club, craft club, gardening club and school choir are very popular. We have excellent teachers who teach us lots of interesting things

We continue to build our leader base through the Student Representative Council which consists of 2 children from each class from years 2- 6 as well as the school leaders. The children rotate each term. The SRC run the school assemblies and assist as required. This year our SRC have School Blazers for officia functions and running the assemblies.

# SCHOOL FEATURES

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## History of the school

This school was established by the Sisters of St Joseph in 1883 on the St Joseph's High School site. Construction on the current site began on August 15th 1983 and, although not quite completed, classes began on 6th February 1984 with more than 200 pupils. It was officially opened March 17th, St Patrick's Day, 1984, by Bishop Leo Clarke.

It reverted to its original name of St Patrick's to distinguish it from the secondary school of St Joseph's and to emphasise its standing as a Parish School.

The log cabins construction and extensive grounds greatly enhance the teaching learning environment. With great support from the parent body resources have been greatly enhanced over the years.

The "new buildings" worth \$2.25 million were built in 2012 following the funding received from the Building Education Revolution (BER).

The school continues to grow and has begun to be a triple stream school.

## Location/Drawing Area

Children from St Patrick's Lochinvar live in the Aberglasslyn, Windella, Anambah and small communities surrounding the village of Lochinvar. The area is expanding and since the opening of the Hunter Expressway, numbers have escalated.

## Catholic Identity and Mission

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### Catholic Imagination and Spirituality

St Patrick's Lochinvar aims to be easily identifiable as a Catholic school. We promote our Catholicity each day in many ways. We begin each day as a school and class using prayer, both formal and spontaneous. Each class has an altar as one of the focal points in the classroom. One noticeboard in our general assembly area is set aside for Religious Education. During assembly time teachers compare and contrast faith in the context of the everyday. We promote the greatest commandment of, "Love of God and neighbour" continually.

The classes/stages hold liturgies each term and we invite our families to join us on these occasions. At the moment,

The school signage reflects catholicity as does the organisation and implementation of our daily school assembly run by our school leaders including the SRC.

### Family, Parish and Diocesan evangelising and catechesis

St Patrick's Lochinvar is very much an extension of the Parish community and Chisholm Region. Parish activities are promoted through the school as is the Parish Sacramental Programme. The school and parish work in tandem in this area. The school's Religious Education programme is organised to coincide with the Parish and Chisholm Region reception of the Sacraments.

The school community participates in liturgical celebrations on a regular basis, many of these in the parish church with parishioners invited through the Parish newsletter.

The school is linked closely to Diocesan initiatives including Caritas and Aurora activities. Our school with all other Diocesan primary schools participate together on different occasions. (e.g. Catholic Schools Week, Mission Week, Special Needs Mass, Mini-Vinnies).

### Christian Discipleship

Faith development is an integral part of each day in a child's school life. We aim to nurture and challenge our children's faith so that it becomes a real and dynamic aspect to their lives. We do this both in the formal curriculum and in the hidden curriculum.

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. The staff attended an Aboriginal Spirituality day in the Broke/Awabakal region this year.

### Religious Education and Curriculum

Our Religious Education KLA is highly organised in both Policy and Implementation strategies. Religious Education is an integral part of learning and its planning is found in the first section of each class programme. Units of work form a scope and sequence across the whole school and all resources are located in shelves and cupboards in the Resource Room. In keeping with all KLA's, a formal assessment and evaluation process is in place.

### Initiatives Promoting Respect and Responsibility

During the 2015 school year the children participated in a number of mission days which focused on our assistance of less advantaged families through our service. They have been instrumental in providing visitation to our local nursing home and in collecting money and foodstuffs for those in our local community who need our assistance. The promotion of respect and responsibility is fostered through this initiative. We continued to develop a strong bond with the residents of Mt Carmel Nursing home. The residents then visited us in December for a Christmas Carol Sing-along and morning Tea. Our connection with Mt Carmel is integral to the school's philosophy and core purpose.

The children also have been studying the work of one of our ex-staff members, Sr Helen Tereba who is now based in Rome and she is establishing a School in Ghana . The children are actively corresponding with Sister Helen and she communicates the work that her order is doing in assisting these people.

## Student Profile

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The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
4	17	22

\*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

### Enrolment policy

St Patrick's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

### Actual Enrolments 2015

Scholastic Year	Number of Students
K	77
Year 1	57
Year 2	55
Year 3	58
Year 4	55
Year 5	30
Year 6	32
Total	364

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
93.47	92.27	92.27	93.50	93.60	93.11	94.29	93.25

## Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

## Pastoral Care and Wellbeing

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### Student Welfare Policy

We have not made any changes to our Pastoral Care Policy in 2015. Roger Whitney has continued to work with our children and families as required. Student welfare is encompassed in our Pastoral Care Policy and Support document. It overviews and specifically outlines procedures used to nurture and support the children in our care. It places the methodology and practice of pastoral care in the school into the Christian dimension and endeavours to focus on forgiveness and empathy as strengths and indeed expectations of our school community. A copy is available at the school office.

### Discipline Policy

We have made no changes to our Discipline Policy in 2015. Our discipline Policy is one that has been fully implemented, embracing of the "You Can Do It" programme. Teachers are responsible for planning their class work to include formation in self-discipline, decision making and anti-bullying. The school "You Can Do It" programme is fully utilised and addresses developmental issues in a holistic and school based approach with a focus foundation for each term. The language of the programme is incorporated into the day to day interactions between teachers and students. The focus for "You Can Do It" is as follows:

- Term 1- Confidence
- Term 2- Getting along with others
- Term 3- Organisation
- Term 4- Persistence.

"You Can Do It" is incorporated into our award structure. In instances where serious discipline is necessary and suspension or expulsion are being considered, the school refers to the Catholic Schools Office Pastoral Care Document 2002, p13 to ensure that the principles of procedural fairness are implemented effectively.

Our staff are currently implementing the Positive Behaviour Support model and will link with St Joseph's High School, Lochinvar.

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

### Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Patrick's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

This school also began developing a Positive Behaviour Support Program in 2014-2015. The school will continue to develop and implement PBS in 2015-2016.

### Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

# School Improvement

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## School Improvement Plan

*Quality faith formation of staff*

*Mathematics - whole number*

*Spelling*

*Lifting the performance of high achievers*

*Professional Learning Communities*

*Focus on Positive Behaviour Support*

- Improving Mathematics and the growth of our students
  
- The performance of high achievers
  
- Employ Leading Teacher
  
- Develop Learning Team Facilitator for each stage to convene Learning Team Meetings
  - ES1 – Stage 1 – Stage 2 – Stage 3
  
- Learning Team Meetings (LTM's) to focus on Mathematics and developing team "norms"
  
- Continue to implement "Agreed Practice in Mathematics from 2014"
  
- Use new Maths resources
  
- Use PAT Maths data from 2014 - use this data/spreadsheets and focus on children who are weak/not shown growth or have glaring problems. Also use DENS.
  
- Triangulation of Data- as a class eg Year 4 & 6
  
- SENA 2 - use ELK2 and Plot as a school - children who are low use NAPLAN /PAT Maths and target / explicitly teach to this

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>GOAL 1: That 75% of all students will achieve and maintain performance within the top 3 bands or relevant continuum placement.</p> <ul style="list-style-type: none"> <li>- 2015 Year 3 Result: 53% of students achieved within the top 3 bands (2014 Result: 75.1%)</li> <li>- 2015 Year 5 Result: 64.5% of students achieved within the top 3 bands (2014 Result: 71.5%)</li> </ul> <p>GOAL 2: 0% of students performing in band 1</p> <ul style="list-style-type: none"> <li>■ 2015 Year 3 Result: 4 students (6.6%) in band 1 (3 x SWD and 1 x IP)</li> <li>■ 2015 Year 5 Result: 2 students (6.4%) in Band 3 (2 x SWD)</li> </ul>	<ul style="list-style-type: none"> <li>■ Explicit Learning Agenda.</li> </ul>
<ul style="list-style-type: none"> <li>■ Analysis of data: NAPLAN, PAT and Continuum data placed into a central tracking file for teachers to access and discuss during LTM's, also displayed in the LTM room. All students K – 6 placed on the maths continuum in ELK2, teachers encouraged to use resources in ELK2 for modelled and guided teaching</li> <li>■ Targeted intervention for small groups of students as identified by teachers based on triangulated data</li> <li>■ Parent workshops held to inform the parent body of; changes in the new Maths Syllabus, how to solve written word problems, how to help their child with jump and split strategy and multiplication at home.</li> </ul>	<p>Student progress monitored</p>

<p>Development of LTM Facilitators assisted with stage ownership of LTM's, class goals, identifying class focus areas in mathematics, grouping students using pre/post assessment data, developing guided tasks to assist tiered groupings and building leadership capacity and skills in setting a termly agenda, running meetings and taking formal minutes.</p> <p>At the end of Term 1 a formal evaluation of the PDM and LTM process was conducted with staff. Valuable feedback from staff was taken on board by the executive and immediate changes were put in place to improve the process.</p> <p>Ongoing implementation of agreed practices and scope and sequence in mathematics has seen a more consistent approach to the teaching of mathematics from K – 6 and has supported the smooth implementation of the new Mathematics Syllabus for NSW. Students and teachers are becoming more familiar with the language associated with the new syllabus and a balanced numeracy session.</p>	<p>Specific targetted intervention</p>
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### Academic Achievements

Our children continue to perform very well across all KLA's. We continue to address areas of need as identified through assessment, standardised testing and NAPLAN results. Our focus for curriculum is identified within our annual school plan. This year, we have been focussing on improving our PM Reading & SWELL Reading, PM Reading and Focus on Reading in the Years 3 to 6 classes. We have also seen improvement in Mathematics and Spelling across all classes following our revised focus and Agreed Practice in both areas.

### Cultural achievements

St Patrick's provides cultural opportunities (Incursions or visiting performances), for our children at school in and around our local area and further afield. Year 5 attended camp at Myuna Bay in 2014 and Year 6 visited Canberra.

Every even year we focus on performance eg drama and dance performance and every odd year we focus on gymnastics or a similar activity in Term 3. We hire specialists teachers do co-ordinate this.

### Sporting achievements

St Patrick's is very much involved in all sporting activities involving Diocesan schools. We are proactive in participation yet realistic in all that we fit into the curriculum. Our children have participated in all annual carnivals, netball, rugby league, basketball, tennis and soccer. Many of our students have been selected to trial at either Regional or Diocesan level. The implementation of the daily Physical activity time for each class has improved the fitness and participation of all children.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	66.67%	71.10%	10.00%	12.90%
	Writing	65.00%	75.80%	13.33%	9.30%
	Spelling	58.33%	65.20%	16.67%	16.70%
	Grammar	66.67%	73.20%	21.67%	12.60%
	Numeracy	53.33%	60.80%	25.00%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	70.97%	57.90%	3.23%	20.00%
	Writing	58.06%	52.40%	6.45%	19.50%
	Spelling	74.19%	60.80%	9.68%	14.60%
	Grammar	58.06%	60.90%	9.68%	18.60%
	Numeracy	64.52%	55.80%	6.45%	17.60%

## Staffing Profile

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### Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	27
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	24

### Workforce Composition

Number of Staff	
Total teaching staff	27
Total non-teaching staff	11
Grand total	38
Percentage of teachers who are indigenous	0

### Teacher Attendance

94%

### Teacher Retention

100% retained staff and the school is growing by 2 teachers/classes in 2016. Maternity leave placements are ongoing.

### Professional Learning Undertaken

Staff have undertaken Professional Development in the following areas;

- Positive Behaviour Support to provide support structures to facilitate “whole of school” approaches to pastoral care, behaviour support and student wellbeing
- Professional Learning Communities
- Coaching/Mentoring staff
- Mathematics
- Form and support staff in their faith development and spiritual growth; inviting them into a personal encounter with the person of Jesus Christ. All staff to attend Fr Richard Leonard
- Contemporary, pedagogical and ICT approaches to support excellence in learning and teaching

## Parent, Student and Teacher Satisfaction

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

### Parent Satisfaction

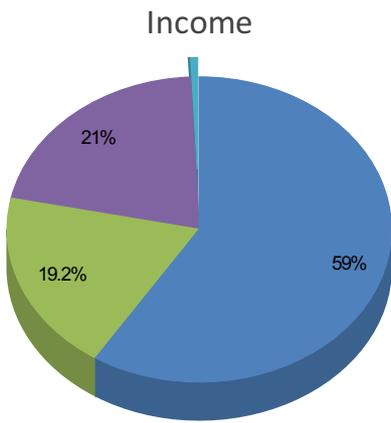
Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning that is taking place, the administration of the school and the partnership they experience. Parents are concerned by the adequacy of resources and buildings. The staff agrees that the school has a strong Catholic Identity, that teaching and learning was of a high quality, that there were ample opportunities for professional learning and that the school was well administered. The strongest feature of the school recognised by the staff is the atmosphere of care. The children feel that they have a safe environment with access to the teachers.

### Student Satisfaction

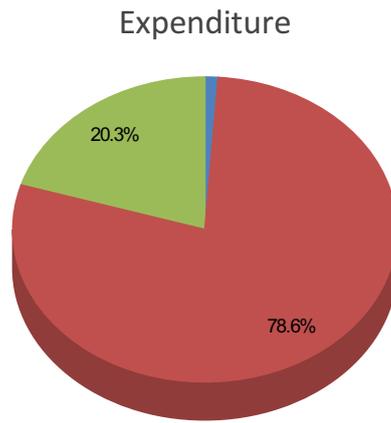
Our students continually give staff positive feedback. The children are very involved in all aspects of school life and readily assist staff to improve our school.

### Staff Satisfaction

This school has a great reputation in the Diocese. Our staff are highly motivated and our retention rate is very strong.



- Commonwealth Recurrent Grants (59%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (21%)
- Other Capital Income (0.8%)



- Capital Expenditure (1.1%)
- Salaries and Related Expenses (78.6%)
- Non-Salary Expenses (20.3%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$2,123,265
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$691,415
Fees and Private Income <sup>4</sup>	\$753,914
Other Capital Income <sup>5</sup>	\$27,185
<b>Total Income</b>	<b>\$3,595,779</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$38,943
Salaries and Related Expenses <sup>7</sup>	\$2,748,393
Non-Salary Expenses <sup>8</sup>	\$709,309
<b>Total Expenditure</b>	<b>\$3,496,645</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.

## Report Access and Publication

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This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

**Mr Peter Treloar**

**St Patrick's Primary School**

**LOCHINVAR**

**Phone: 4930 7270**

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>