

# ANNUAL SCHOOL REPORT

# 2017

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*



## St Patrick's Primary School, LOCHINVAR

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## About the Annual School Report

St Patrick's Primary School is registered by NESAs 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 2017 and gives information about 2018 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

St Patrick's Catholic Primary School is located in Lochinvar and is part of the Diocese of Maitland-Newcastle. The school was founded on the traditions and strong foundations of the Sisters of St Joseph in 1883. Currently, our school is experiencing healthy growth in enrolments.

There is a strong sense of partnership between school staff, parents and the parish. We value positive relationships and develop strong links with the parents and students by being available and approachable. We genuinely strive to value our children as individuals - each with their own unique personalities. Our Catholic beliefs and values permeate our school and celebrations, and liturgies are an important part of our culture.

At St Patrick's we strive to provide a quality, inclusive Catholic education for the students in our care. Our professional, highly qualified and dedicated staff work together with energy and commitment to ensure the best outcomes for each child. Our academic results are strong and the co-ordination of special needs and remedial support programmes effective.

At St Patrick's Lochinvar we offer a broad curriculum providing a range of opportunities and experiences to foster growth and development. All children are encouraged to work hard and achieve their personal best, whether it is in the classroom, on the sporting field or through the many opportunities provided for their personal and spiritual development and all-round growth. We aim to meet the needs of each child as an individual and provide a range of specialist programs and services to meet individual needs. Whilst protected and nurtured, the children are also challenged in order to build their ability to thrive as capable young adults in 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. We are supported by many enthusiastic volunteers who enrich the school in many ways.

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 hard to raise much needed funds during 2017 which enabled the purchase of classroom reading resources and installation of air conditioning in our new classroom pods. A number of events were planned and executed, which included a very successful Book Week and Grandparents' Day held in Literacy and Numeracy Week. The P&F Trivia Night was also a huge success. The students were delighted to take part in the Colour Run, which is likely to become an annual event.

Our year culminated in the Christmas Sing-a-long evening which saw many families gather for a relaxed night under the stars to enjoy a meal and refreshments. We also hosted many morning tea gatherings to coincide with special school functions throughout the year. These were opportunities to welcome new families and visitors to the school and build positive relationships.

The P&F also initiated a successful partnership with Club Maitland City. We are grateful to the club for their support and sponsorship of representative uniforms for our school sporting teams.

We would like to thank all parents for their ongoing support.

### Student Body

St Patrick's Primary School is a great place to learn. We have excellent teachers who care deeply and teach us many interesting things. We are involved in many sporting opportunities and have access to large playground spaces, which are suitable for different activities. Our lunch club, craft club, gardening club, school choir and percussion group are also well attended.

We are well represented by our Year 6 School Leaders who lead our assemblies and liturgies, and represent the school at official community gatherings. Our whole school assemblies are an opportunity to recognise special achievements and birthdays. We respectfully include the Acknowledgement of Country,

and sing the National Anthem and School Song.

## 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 15 1983 and, although not quite completed, classes began on 6 February 1984 with more than 200 pupils. The official opening was March 17 1984 (St Patrick's Day) 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.

In 2015 in response to enrolment interest for quality faith based education, St Patrick's began welcoming three Kindergarten classes each year. The school began Stage 1 of major building works in 2016, which were completed in 2017. Works included administration and staff facilities and purpose-built, contemporary learning spaces for Kindergarten and Yr 1.

Our flexible learning spaces and modern furniture choices, matched to contemporary pedagogy are engaging and adaptive, and very different to traditional classroom design. Teachers at St Patrick's are being challenged by a better way of doing. They are committed to evolve, take risks, collaborate and learn from each other to extend the learning opportunities offered to our students.

### Location/Drawing Area

Children from St Patrick's Lochinvar live in the suburbs of Aberglasslyn, Windella, Anambah and Lambs Valley, and small communities surrounding the village of Lochinvar. The area is rapidly 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 a sacred space as one of the focal points in the classroom.

At the beginning of the school year, each class creates a class prayer cloth, which adorns the hall for masses, liturgies and special occasions. These illustrate our spiritual focus for the year. In 2017, our theme was 'Give Thanks with a Grateful Heart,' which encouraged us to recognise the gifts that we are given each day as blessings from God.

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

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

### 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 partnership 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 or school hall with parishioners invited through the Parish newsletter.

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

### 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 a retreat day entitled "A Catholic Imagination: Imagine That" this year, facilitated by Anne Frawley-Mangan and Michael Mangan with a focus on the creative and engaging use of the Arts in Prayer and Liturgy.

### Religious Education and Curriculum

Religious Education is an integral part of learning and our school policy and implementation reflects the new Diocesan K-12 syllabus. Teachers work collaboratively to plan, programme, resource and deliver quality units of work and assessment opportunities using the Diocesan RE units as foundation. A centralised scope and sequence is followed by all staff. In keeping with all Key Learning Areas, a formal assessment and evaluation process is in place.

Staff are supported to develop a deeper understanding of content knowledge of the Religious Curriculum (K-6) and innovative teaching strategies, which included professional development for teachers in implementing Scripture Drama.

### Initiatives Promoting Respect and Responsibility

During the 2017 school year the students participated in a number of social justice activities to support Project Compassion initiatives, Catholic Mission and the St Vincent de Paul Christmas Appeal. Activities included our Pancake Stall on Shrove Tuesday, games and sports to raise funds during Mission Month and

the 'Sock it to Poverty' campaign.

We continue to develop a strong bond with the residents of Mt Carmel Nursing home through the visitation of our primary classes to spend time with the residents and serve them morning tea.

These activities highlight the principles of Catholic Social Teaching to the students.

## Student Profile

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

LBOTE*	SWD*	Indigenous
15	18	34

\*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 2017

Scholastic Year	Number of Students
K	76
Year 1	64
Year 2	77
Year 3	58
Year 4	60
Year 5	60
Year 6	60
Total	455

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96.5	96.3	96.3	96.2	96.5	96.7	96.0	96.4

## 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

Our Pastoral Care Policy was reviewed in 2017. 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

St Patrick's reviewed the Pastoral Care Policy in 2017 following the implementation of our Positive Behaviour Support (PBS) framework in 2016. The school community uses a school matrix identifying positive behaviours within the following categories:

- I am safe
  
- I am respectful
  
- I am a learner

A Pastoral Framework linked to the matrix was developed which identified management strategies linked to behaviour using the colour codes of green, (indicating expectations of all students) and the colours of yellow, orange and red (tiered for non-adherence to expectations and rules). This Framework is directly aligned to St Joseph's High School, which is the feeder school for St Patrick's.

Colour cards linked to the above colours have been developed for use throughout the school. These cards track the behaviour of students for both positive and negative matters. Our focus however is on the positive- trying to catch our children doing the right thing.

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.

## 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

- 1) High quality and contemporary pedagogical practice that engages students in learning: Provide professional learning opportunities for teaching staff to explore links between pedagogy & contemporary learning spaces
  
- 2) A school wide approach to Gifted Education: Review Gifted Education K-12 Policy and Procedures documents and recommendations from the CSO working party and develop school procedures to reflect diocesan policy
  
- 3) Effective curriculum differentiation and specific targeted intervention: Implement MINILIT as a means for delivering specific targeted intervention in Literacy for 'at risk' students in Years 1 and 2

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>#1 During 2017, our teachers were provided opportunities to witness the use of flexible learning spaces in operation and observe different teaching models (e.g. co-teaching). Contemporary approaches/practices were explored and trialled within specific settings. These included the planning and programming of:</p> <ul style="list-style-type: none"> <li>· Collaborative learning experiences and opportunities for students to explore, experiment and be challenged in their thinking</li> <li>· A rich curriculum that is relevant, responsive and differentiated to cater for the needs of all learners</li> <li>· Multimodal approaches</li> <li>· Inquiry based learning experiences</li> </ul> <p>This commitment is ongoing as flexible learning spaces replace traditional classrooms.</p>	<p>Adopt a consistent, comprehensive whole-school approach to Spelling</p>

<p>#2 During 2017, St Patrick's explored teacher and parent identification measures (objective and subjective) with consideration of high achievers, underachievers, and students with high potential.</p> <p>Data was collected from multiple assessment sources (i.e. checklists, nominations, standardised testing, and school-developed assessment). Specific Maths Data (NAPLAN/ ACER/ PAT) was used to identify students in top 10% of same aged peers and/or who placed in top Bands (NAPLAN 2014-2016) to establish an evidence-based approach for St Patrick's.</p> <p><i>Yr 2- 7 students achieved stanine 5-7 in PAT Test 3</i></p> <p><i>Yr 3- 8 students achieved stanine 4-6 PAT Test 4</i></p> <p><i>Yr 4- 10 students achieved a stanine 4-6 PAT Test 5.</i></p> <p><i>Yr 5- 8 students achieved a stanine 4-6 in PAT Test 6</i></p> <p><i>1 student achieved a stanine 6 in PAT Test 7</i></p> <p><i>Yr 6- 10 students achieved stanine 5-6 in PAT Test 7</i></p> <p><i>4 students achieved stanine 5-6 in PAT Test 8</i></p> <p>School personnel were engaged to extend and enrich identified students and work collaboratively with class teachers to implement differentiated learning strategies to improve the performances of the higher achievers.</p> <p>Growth in skill was achieved for 71% of targeted students in Mathematics.</p>	<p>Adopt a consistent, comprehensive approach to literacy development in Kindergarten (INITIALIT)</p>
<p>#3 Implementation of the MiniLit program has been a positive means for improving literacy results for targeted students. At the commencement of 2017, 3 groups were in operation, supporting 12 students across Grades 1 and 2. Significant gains were recorded for two targeted students in reading, phonics and phonemic awareness. These students exited the program mid-year, no longer requiring this level of intervention. At the end of 2017, 6 out of 8 students from Year 1 met or exceeded expectations. In Year 2, 2 out of 4 students met or exceeded expectations.</p>	<p>Prioritise Key Elements of Early Learning by ensuring Data, Play, Environments and Transitions are an integral part of pedagogy and practice</p>

## Academic Achievements

Our children continue to perform very well across all KLAs. 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 continued our focus on Mathematics with the explicit teaching of skills and strategies.

## 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. Stage 3 students undertake an extended excursion involving a stay of between 1-2 nights. In 2017 Year 5 attended the Great Aussie Bush Camp and Year 6 visited Canberra, our National Capital.

Every even year we focus on performance e.g. drama and dance performance and every odd year we focus on gymnastics or a similar activity in Term 3. Specialist teachers are hired to co-ordinate this. In 2017, St Patrick's took part in a mobile gymnastics program. Gym Matrix provided opportunities to develop movement skills, coordination and confidence.

In 2017 during Naidoc Week, St Patrick's explored ways to support our indigenous students and appreciate the history, spirituality and culture of indigenous people. Liturgies were held in each classroom and art and literacy activities focusing on Dreamtime stories were shared.

## 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 carnivals and events for netball, rugby league, cricket and soccer. Many of our students have been selected to trial at either Regional or Diocesan level. A number of students competed at Polding level in the following sports: Swimming, Athletics, Cross Country, Soccer, Tennis and AFL with progression to the NSW PSSA championships in 2017.

Additionally the implementation of regular physical activity and focus on skill development 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 students 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	80.00%	73.90%	7.27%	10.00%
	Writing	70.91%	74.40%	3.64%	7.50%
	Spelling	65.45%	68.80%	9.09%	13.10%
	Grammar	76.36%	75.00%	14.55%	10.50%
	Numeracy	70.91%	67.10%	12.73%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	61.02%	63.00%	16.95%	14.60%
	Writing	50.85%	47.90%	18.64%	19.40%
	Spelling	66.10%	63.00%	16.95%	14.10%
	Grammar	61.02%	59.90%	25.42%	17.50%
	Numeracy	56.90%	57.60%	13.79%	14.60%

## 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).	28
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

### Workforce Composition

Number of Staff	
Total teaching staff	28
Total non-teaching staff	16
Grand total	44
Percentage of teachers who are indigenous	1

### Teacher Attendance

95%

### Teacher Retention

100%

### Professional Learning Undertaken

Staff have undertaken Professional Development in the following areas;

- Executive Leadership Training
- Pedagogy, Planning and Programming
- Seven Steps to Writing Success
- Addressing Reading Difficulties
- Making Jesus Real
- Scripture Drama

## 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

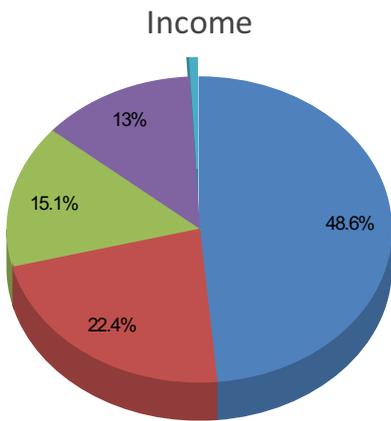
Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning that is taking place, the administration of the school and the partnership they experience. Parents have positively embraced the new administration facilities and purpose-built, contemporary, flexible learning spaces for Kindergarten and Year 1. Enrolments continue to increase as a result.

### Student Satisfaction

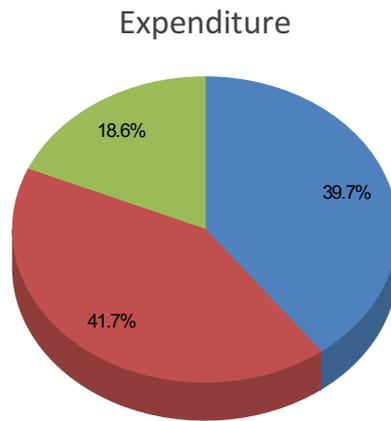
Our students continually give staff positive feedback. The children are very involved in all aspects of school life and readily assist staff to improve our school.

### Staff Satisfaction

This school has a great reputation in the Diocese. Our staff are highly motivated and our retention rate is very strong. The staff agree that the school has a strong Catholic Identity, that teaching and learning is of a high quality, that there are ample opportunities for professional learning and that the school is well administered. The strongest feature of the school recognised by the staff is the atmosphere of care and collegial support.



- Commonwealth Recurrent Grants (48.6%)
- Government Capital Grants (22.4%)
- State Recurrent Grants (15.1%)
- Fees and Private Income (13%)
- Other Capital Income (0.9%)



- Capital Expenditure (39.7%)
- Salaries and Related Expenses (41.7%)
- Non-Salary Expenses (18.6%)

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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$3,506,970
Government Capital Grants <sup>2</sup>	\$1,621,083
State Recurrent Grants <sup>3</sup>	\$1,093,546
Fees and Private Income <sup>4</sup>	\$938,897
Other Capital Income <sup>5</sup>	\$61,798
<b>Total Income</b>	<b>\$7,222,294</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$3,389,794
Salaries and Related Expenses <sup>7</sup>	\$3,557,089
Non-Salary Expenses <sup>8</sup>	\$1,583,040
<b>Total Expenditure</b>	<b>\$8,529,923</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, NESAs, The Parents 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:

**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>