



2018

ANNUAL SCHOOL REPORT

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St Patrick's Primary School, LOCHINVAR

Gregory Road, LOCHINVAR 2321

Principal: Mrs Jacqueline Wilkinson

Phone: 4930 7270 Fax: 4930 7917

Email: admin@lochinarsp.catholic.edu.au

www.lochinarsp.catholic.edu.au

About the Annual School Report

St Patrick's Primary School is registered by NESA 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

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 are 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 the 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 2018 which is earmarked for development of creative, outdoor play spaces and also allowed refurbishment of our school canteen. A number of events were planned and executed, which included a very successful Book Week and Grandparents Day, Disco and Trivia Night. The students were delighted to take part in the School Run 4 Fun Colour Explosion, which has become an annual event. Many raffles, stalls and morning teas were also held, with the support of our dedicated volunteers. These gatherings coincide with special school functions throughout the year.

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. These were opportunities to welcome new families and visitors to the school and build positive relationships.

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, band and percussion group are also well attended.

We are well represented by our school and sport leaders. Students in Years 2-6 are invited to take part in the Student Representative Council. Representatives rotate each term. The SRC run the school assemblies and assist as required. Our Monday assembly is an opportunity to recognise special achievements and birthdays. We respectfully include the Acknowledgement of Country, and sing the National Anthem and School Song. Our Friday Assembly recognises excellent behaviour, attitude and work ethic, improvement

and progress, and the development of Christian leadership through the Principal Awards.

SCHOOL FEATURES

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 on March 17th 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 and to emphasise its standing as a Parish School.

In 2015 in response to enrolment interest for quality faith based education, St Patrick's began welcoming three Kindergarten classes each year. In anticipation of continued growth, the school began Stage 1 of major building works in 2016, which were completed in 2017 and officially opened in 2018. Works included new administration and staff facilities and purpose-built, contemporary, flexible learning spaces for Kindergarten and Year 1.

The school continues to experience healthy growth, accommodating 18 classes in 2018.

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

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. We provide opportunities for Christian meditation. Each class has a sacred space as one of the focal points in the classroom. We promote the greatest commandment of, "Love of God and neighbour" continually. Each class also creates a prayer cloth which is displayed prominently in the hall, promoting the theme for the year. Our 2018 theme was "Imagine the Possibilities".

Staff, students and families take part in grade liturgies or Masses. We celebrate feast days and special events with whole-school liturgies or Masses and invite our families to join us on these occasions.

The school signage reflects catholicity, as does the organisation and implementation of our school assemblies.

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 program 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 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 informal curriculum.

Teachers are encouraged to participate in Faith development opportunities provided through the Catholic Schools Office and through external agencies. This year two teachers took part in Phase One of the Beginning Teacher's formation program and our Principal completed the Aussie Camino, a 200km journey of reflection and discovery inspired by the life and journeys of Australia's Saint Mary of the Cross MacKillop and her mentor Julian Tenison Wood.

Students are encouraged to take part in faith formation experiences through daily prayer and meditation, Stage Masses and whole-school liturgies. Year 5 participate in leadership formation activities which model leadership on the person of Jesus.

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. Religious Education is given priority in programming and teaching. All teachers have undertaken professional development in Programming and Assessing Religious Education, with particular reference to the Units on Prayer and Sacraments. Representative teachers from each stage have undertaken professional development in effective pedagogical practices when teaching Religious Education. A centralised scope and sequence is followed by all staff. In keeping with all KLAs, a formal assessment and evaluation process is in place.

Initiatives Promoting Respect and Responsibility

During the 2018 school year the students participated in a number of social justice activities in support of Project Compassion, Catholic Mission and the St Vincent de Paul Society. Initiatives included Pancake Day, and the St Vincent de Paul Winter Appeal and Christmas Appeal.

The Year 6 students planned and coordinated Mission Day activities for the students of St Patrick's to raise funds to support educational opportunities for the children of Myanmar. Stalls included coloured hair spray, nail polish salon, face painting, kick a goal, bake stall, knock 'em downs, 2nd-hand book stall, wet sponge throwing, and a photo booth.

We continued 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.

Disused furniture and resources were donated in support of the Catholic schools of Tonga who suffered devastation from Cyclone Gita.

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

Student Profile

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

LBOTE*	SWD*	Indigenous
16	20	41

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	73
Year 1	70
Year 2	67
Year 3	80
Year 4	59
Year 5	59
Year 6	59
Total	467

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	91	91	92	92	92	91	91

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

Student welfare is encompassed in our Pastoral Care/Behaviour 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

The school community of St Patrick's Lochinvar endeavours to articulate and model a process of Pastoral Care in keeping with the Gospel values based on the teachings of Jesus Christ. St Patrick's Pastoral Care/Behaviour Policy was reviewed in 2018 and incorporates our Positive Behaviour Support (PBS) framework. The school community supports our school matrix identifying positive behaviours within the following categories:

- I am safe

- I am respectful

- I am a learner

Our Pastoral Framework linked to the matrix identifies 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.

Coloured 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. This is in the form of St Patrick's Shamrocks.

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

School Improvement Plan

Adopt a consistent, comprehensive whole-school approach to Spelling

Adopt a consistent, comprehensive approach to literacy development in Kindergarten (INITIALIT)

Prioritise Key Elements of Early Learning by ensuring Data, Play, Environments and Transitions are an integral part of pedagogy and practice

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>#1 Systematic implementation of Spelling Mastery across grades 1-6 was achieved, following teacher training and parent information sessions. To measure growth, and obtain comparative data, teachers administered the ReST Letter-Sound Correspondence Test A which aligns with the Triple Word Theory and is used to identify strengths/weakness in skills from ES1- to S3 in the following areas:</p> <ul style="list-style-type: none"> ■ phoneme recognition ■ consonant digraphs ■ consonant blends ■ familiar word patterns ■ more complex letter patterns ■ multi-syllable words <p>21 levelled groups were formed in 2018, using class teachers and trained support staff. Anecdotally 78% of staff reported transference of spelling knowledge or improvement of spelling in the regular classroom after 2 terms.</p>	Curriculum Differentiation in Mathematics
<p>#2 Implementation of the Initialit program has been a positive means for improving literacy results for students in Kindergarten. Progress monitoring and cumulative reviews were regularly conducted. Significant gains were recorded for our 3 classes, with an average of 93% achieved in foundational skills (including letter-sound knowledge; reading words, sentences, and tricky words; and writing sounds and words).</p>	Targeted intervention for gifted students
<p>#3 Improving transitions to school, and between grades (with particular focus on Kindergarten to Year 2) has been a priority in 2018. The transition process was reviewed and expanded in 2018 with noted success. St Patrick's has been named a Successful Foundation Action Research School for 2019. As a result our Kindergarten teachers attended training entitled <i>Effective Pedagogy for Transition to School</i> and will implement learnings in 2019.</p>	Undertake specific Action Research for Successful Foundations (Early Learning)

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. Targeted students have a number of opportunities to explore and develop their skills. These include involvement in:

- Science & Engineering Challenge

- Maths Olympiad
- Gifted Initiatives
- Debating

Cultural achievements

St Patrick's provides cultural opportunities, in and around our local area and further afield. Excursions included visits to the Civic Theatre and Museum, Oakvale Wildlife Park, and historical sites to learn from our past. Stage 3 students undertake an extended excursion involving a stay of between 1-2 nights. In 2018 Year 5 attended the Great Aussie Bush Camp and Year 6 visited Canberra.

Every even year we focus on drama and dance performance in Term 3. In 2018 St Patrick's took part in the "Come Fly with Me" Dance Extravaganza, offering a matinee and two evening performances for guests. 3 students successfully auditioned for ASPIRE, showcasing their skills in vocal, instrumental, drama and dance performances, and St Patrick's hosted the Choir Showcase for regional Catholic schools.

In 2018, St Patrick's explored ways to support and enrich cultural opportunities for our indigenous students. Our Indigenous Dance Group took part in cleansing dances, followed by Acknowledgement of Country at significant school events. During Naidoc Week, all students participated in activities led by local elders which included Aboriginal art experiences and a bush tucker talk and tasting.

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. A number of students competed at Polding level in the following sports; Swimming, Athletics, Cross Country, Soccer, Tennis, Basketball and AFL, with some students progressing to the NSW PSSA championships in 2018.

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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	78.40%	75.70%	9.50%	8.70%
	Writing	66.20%	71.70%	2.80%	10.00%
	Spelling	73.00%	69.60%	12.20%	12.50%
	Grammar	74.30%	73.10%	8.10%	11.30%
	Numeracy	71.60%	66.80%	10.80%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	71.90%	65.50%	7.00%	12.80%
	Writing	57.90%	43.70%	17.50%	23.40%
	Spelling	71.90%	63.90%	7.00%	13.50%
	Grammar	75.40%	64.40%	14.00%	14.30%
	Numeracy	76.40%	57.50%	1.80%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	28
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	28
Total non-teaching staff	19
Grand total	46
Percentage of teachers who are indigenous	2

Teacher Attendance

95%

Teacher Retention

100%

2 staff members are leaving our school to live and work interstate.

Professional Learning Undertaken

Staff have undertaken Professional Development in the following areas;

- Executive Leadership Training
- Introduction to new syllabus- Science K-10 (ICT Capability v Digital Technologies Workshop)
- Gifted Education
- Stage 3 Creative Writing Teacher Professional Learning/Student Enrichment Workshop
- Early Learning- Successful Foundations Research Project
- Wellbeing for Successful Learning Conference- Newcastle University
- Two Way Communication- Making A Difference
- Good for Life, Good for Kids

- Personalised Learning Online Training
- Multi-Tiered Intervention Model for Literacy

Parent, Student and Teacher Satisfaction

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

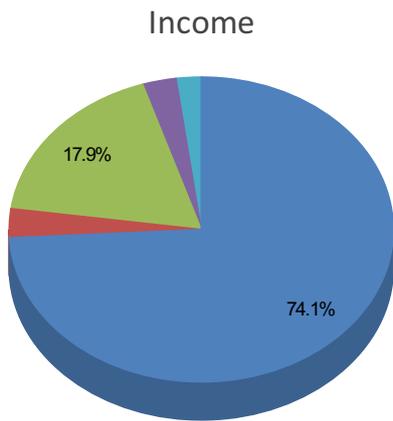
Parents have a positive perception of the school's Catholic Identity, the care that is displayed, the quality of teaching and learning taking place, the administration of the school and the partnership they experience. St Patrick's is supported by many families who make a significant contribution to building and sustaining our community through their efforts. We have many willing helpers who are generous with their time, funds and energy to ensure our community flourishes and our reputation is upheld.

Student Satisfaction

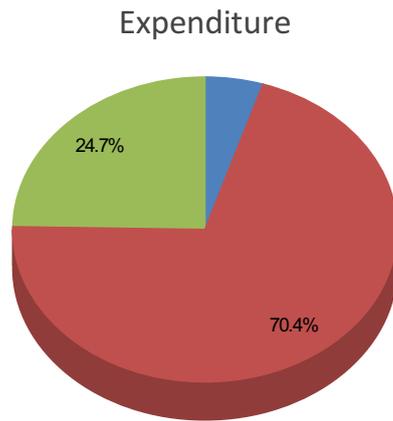
Our students continually give staff positive feedback. The children are very involved in all aspects of school life and readily assist staff to improve our school.

Staff Satisfaction

St Patrick's 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 (74.1%)
- Government Capital Grants (3.1%)
- State Recurrent Grants (17.9%)
- Fees and Private Income (2.8%)
- Other Capital Income (2.1%)



- Capital Expenditure (4.9%)
- Salaries and Related Expenses (70.4%)
- Non-Salary Expenses (24.7%)

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 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$4,365,509
Government Capital Grants ²	\$180,120
State Recurrent Grants ³	\$1,052,578
Fees and Private Income ⁴	\$166,990
Other Capital Income ⁵	\$124,112
Total Income	\$5,889,309

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$284,832
Salaries and Related Expenses ⁷	\$4,099,366
Non-Salary Expenses ⁸	\$1,439,010
Total Expenditure	\$5,538,376

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

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>