

2020

ANNUAL SCHOOL REPORT

SERVICE.LEADERSHIP.JUSTICE

Together in Christ



St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Jacqueline Wilkinson

Web: <http://www.lochinvarsp.catholic.edu.au>

About this report

St Patrick's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO 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'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. 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.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) 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 be also be obtained from the My School website.

Message from key groups in our community

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.

Our school is an integral part of the St Patrick's Parish community. Together we are committed to deepening each students' knowledge of the Catholic story and teachings, modelling Christian values and providing opportunities for prayer, liturgy and service to others.

St Patrick's also prides itself on being a place of learning excellence by providing quality teaching and learning programs that challenge students and nurture creativity, critical thinking and innovation to develop each individual's full potential. 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.

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.

Parent Body Message

Many planned events and activities for 2020 were sadly cancelled due to the COVID-19 pandemic. As a result, our parent community faced the enormous challenge of finding ways to support the school, continue fund raising initiatives and connect with the wider community. We managed to raise in excess of \$9000 through Covid-safe fundraising initiatives which included Entertainment Books and very successful Mango & Pie Drives. Other events included the Father's Day stall and introduction of Birthday Buckets. 2020 also saw the realisation of two fundraising initiatives to improve the school landscape- installation of play equipment and signature paving, with generous contributions from families and local businesses.

Our P&F meetings were held via Zoom in 2020- a new learning opportunity for everyone!

Student Body Message

During 2020, St Patrick's introduced a new Student Leadership structure. Students in Year 5 in the previous year were encouraged to nominate for leadership positions and engage in a comprehensive process of development. Successful leaders were selected by their peers through a democratic process and allocated to lead one of 4 teams:

- MJR Team
- Social Justice Team
- Stewards of Creation Team
- Engaging Community Team

As a student leader, opportunities include:

- Engaging with the team to bring about positive change and help to organise and support events and activities at St Patrick's
- Representing the student community in meetings with school staff
- Showing initiative by suggesting and organising activities
- Meeting with special guests/ visitors to our school
- Speaking at assemblies and representing the school at special events
- Completing special tasks around the school without direct supervision

School Features

St Patrick's Lochinvar is a co-educational primary school catering K-6. The 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 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, completed in 2017 and officially opened in 2018. Stage 2 works were completed in 2020, which included purpose-built, contemporary, flexible learning spaces and landscaped play spaces. Our pod design currently services Kindergarten - Year 4.

The school continues to experience healthy growth, accommodating 20 classes in 2020.

Student Profile

Student Enrolment

The 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: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
256	263	32	519

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle 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 and secondary schools within the Diocese of Maitland-Newcastle.
- 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 92.10%. 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
93.18	91.16	92.50	91.77	92.48	90.77	92.87

Managing Student Non-Attendance

Regular attendance at 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 Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2020:

Total number of staff	54
Number of full time teaching staff	20
Number of part time teaching staff	16
Number of non-teaching staff	18

Total number of teaching staff by NESA category

Teachers at this 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 260 teachers
- Provisional 136 teachers
- Proficient 2060 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 Schools Office (CSO). The 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. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

This year all teaching staff engaged in two Professional Learning webinars with Katherin Cartright to explore the connections of mathematics concepts across the mathematics curriculum. These webinars supported our school planning, programming and development of scope and sequences in Mathematics.

Staff also undertook self-directed Professional Learning in the following areas to ensure that they could provide effective continuity of learning for students using online platforms; OneNote, Seesaw, ZOOM.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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.

Our theme for 2020 focused on *Laudato si'* (the 2nd encyclical of Pope Francis) and called us to care for our common home.

Each grade designed a class prayer canvas, brought forward in the Entrance Procession of our Opening School Mass, which represented our community's commitment to live out our theme during the year. Our prayer canvasses were then displayed prominently in our learning spaces for all to see.

Our school community participates in liturgical celebrations on a regular basis, many of these in the parish church with parishioners invited. In 2020, we were required to re-imagine ways to connect and celebrate feast days, special events and whole-school liturgies, instead inviting our classes, special visitors and families to join us via Zoom or through livestreamed services.

Curriculum, Learning and Teaching

The 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, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

Key Learning Areas (KLAs) describe broad areas of learning. In NSW syllabuses are developed within the following KLAs:

- English
- Mathematics
- Science and Technology
- Human Society and Its Environment (HSIE)
- Personal Development, Health and Physical Education (PDHPE)
- Creative Arts

Schools and teachers use syllabuses to develop educational programs for students. A syllabus is available for each course developed by NSW Education Standards Authority (NESA). Along with a defined objective, each syllabus has a set of outcomes linked to course content.

At St Patrick's we celebrate the successes of our students across all aspects of school life. We recognise positive and consistent behaviour and attitude with the presentation of Shamrocks, Principal Awards, Merits and 5 Star Awards.

In 2020, we recognised students in each grade for their academic achievement in all areas of Mathematics or English; for consistent effort and achievement across the curriculum; or for social awareness and for the care and compassion that they show to others.

Students who were invited to the Virtual Academy to work beyond their classroom curriculum and for the commitment they have shown to the completion of their research projects were also recognised.

A highlight of our year was presentation of the inaugural Mary MacKillop Award for Excellence presented to one child who had demonstrated commendable qualities of faith, respect, compassion and leadership.

Student Performance in Tests and Examinations

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 the School's planning and is used to support teaching and learning programs.

Due to the impact of Covid-19 this year, the Education Ministers agreed that NAPLAN would not proceed in 2020. This decision was taken to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, including potential online and remote learning.

Pastoral Care and Student Wellbeing

Pastoral Care Policy

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

The Wellbeing and Pastoral Care Policy 2017, 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.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2020.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

During the 2020 school year, students participated in a number of key 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 (in which students wore their winter PJs to school) and the Christmas Appeal.

To launch Project Compassion, Caritas Australia's annual Lenten fundraising and awareness-raising appeal, a Pancake Stall was organised for Shrove Tuesday. Families donated pancake mix and the teachers cooked and sold pancakes before school, with all proceeds going to Caritas Australia.

Wacky Wednesday was held with all funds going to Catholic Care Winter Appeal. This was an opportunity to bring some colour to school, whilst supporting the lives of others. These activities highlight the principles of Catholic Social Teaching to our students.

Liturgies were held to recognise Indigenous Australians during Reconciliation Week & NAIDOC Week. Harmony Day was celebrated to pay respect to other cultures in our community.

Anzac Day was respectfully, reverently and solemnly acknowledged in isolation, connecting our families and wider community. Our school leaders attended the local Remembrance Day Service, acknowledging the sacrifice and service of those touched by war.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

Improved student outcomes and the teaching of Mathematics

Teachers participated in professional reading and online learning with Katherin Cartwright building teacher knowledge and capacity in delivering mathematics content through the use of “Big Ideas” taught sequentially/simultaneously rather than in isolation. Teachers created new K-6 mathematics Scope and Sequences used to give students the opportunity to make real life connections between content and build mathematical knowledge and skills focused on clustered concepts. This allows teachers to address misconceptions and develop conceptual understandings.

Focus on Learning, Continuous Improvement and Data Literacy with the introduction of a Pedagogical Mentor

Weekly PLTs in all grades, with the Pedagogical Mentor (PM) in attendance, were introduced with a focus on the collection and analysis of mathematical data (number strand of the syllabus). Following analysis of data collected through diagnostic, formative and summative assessment, a response to the needs of students was developed and enacted. Teaching and learning programs were adjusted to reflect the needs and growth of students. The cycle of responding to student needs and growth was consistent and methodical. Teacher capacity in analysing data and developing a response was embedded in PLTs and supported using evidence-based research.

Improved outcomes for indigenous students in the areas of curriculum, culture, spirituality & welfare

The Aboriginal and Torres Strait Islander (ATSI) teacher worked to build and nurture

relationships with students and parents, and to contribute to the provision of work and engagement of students. Collaborative meetings were held to build a clear profile of students and map the key areas of need.

Areas of focus included Literacy and Numeracy and increased knowledge and understanding of the histories, cultures and experiences of First Nations Peoples of Australia.

Aboriginal Support Workers authentically lead our Reconciliation Week and NAIDOC celebrations sharing their knowledge, experiences and skills. The team created a meeting space where ATSI students gathered for discussions and activities, with displays promoting culture and history.

Liaising with the Teacher Librarian, there were significant purchases of books and resources which help teach children to appreciate and celebrate diversity.

Priority Key Improvements for Next Year

The staff of St Patrick's will engage with the Leading Learning Collaborative and align learnings from this project in the context of Writing. All teachers will engage in professional conversations as part of Professional Learning Teams, evidencing highly effective assessment and instructional strategies in all classrooms.

Community Satisfaction

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, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

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

The students of St Patrick's speak positively about their school and their teachers. The children are very involved in all aspects of school life and readily assist staff to improve our school.

Students feel very fortunate to have a variety of play spaces suitable for different activities. These include active play areas (basketball and handball courts, open fields for soccer), play equipment (climbing frames, spider-web, balance beams), and sticks & stones construction areas (including sandpit play and water play). Students report feeling supported in their learning and knowing where to go if they need help.

Teacher satisfaction

The teaching staff at St Patrick's meet on a regular basis, focusing on professional learning and improving student outcomes. All staff meet in a range of other forums contributing to team and school goals. Staff work hard and are to be commended for their dedication and professionalism.

St Patrick's 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.

Financial Statement

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 2020 year is detailed below:

Recurrent and Capital Income 2020	
Commonwealth Recurrent Grants ¹	\$4,578,451
Government Capital Grants ²	\$996,233
State Recurrent Grants ³	\$1,325,751
Fees and Private Income ⁴	\$984,904
Interest Subsidy Grants	\$0
Other Capital Income ⁵	\$300,566
Total Income	\$8,185,905

Recurrent and Capital Expenditure 2020	
Capital Expenditure ⁶	\$1,255,275
Salaries and Related Expenses ⁷	\$4,873,421
Non-Salary Expenses ⁸	\$1,928,467
Total Expenditure	\$8,057,163

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