

# 2024

## Annual School Report

SERVICE | LEADERSHIP | JUSTICE

TOGETHER IN CHRIST



### St Patrick's PS

65 New England Highway, LOCHINVAR 2321

Principal: Dennis Nolan

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

## About this report

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St Patrick's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Diocese of Maitland-Newcastle (CDMN). 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 Strategic 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

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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. St Patrick's is a triple stream school with a healthy growth in enrolments.

Our school is an integral part of the St Patrick's Parish community deeply committed to the faith development of students and staff. 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.

### Parent Body Message

A very active P & F Association contributes enormously in their partnership with our school. An example of this involvement is the large number of parents who organise and/or participate in fundraising and social events throughout the year. Communication with parents is maintained through formal information sessions, the school website, the Compass parent portal, formal and informal parent meetings, school newsletter and regular P&F meetings. It has been a positive year for the St Patrick's Parents and Friends' Association (P&F), who have supported many and varied opportunities for parent involvement in school life. Activities have included the Picnic Family Night, Mother's and Father's Day celebrations, Book Week activities, Grandparents Day, Colour Explosion, Christmas Craft Day and Christmas Family Night.

Fundraising initiatives included operation of the Athletics Carnival Canteen, Easter Raffle, Mother's Day and Father's Day stalls, Mango Drives, and special morning teas and breakfast for Mother's Day and Father's Day.

Our committee hosted a special meeting this year, to inform discussions and decision making regarding the proposed transition to a Family and Community Engagement framework (FACE) model during 2025.

### Student Body Message

At St Patrick's, student leadership is about motivating, influencing and directing people to work together to achieve goals in accordance with the school's values and beliefs. It is important for students to experience school leadership opportunities in order to learn how to build relationships, define their identity and achieve tasks effectively. Student leadership provides an opportunity to learn to identify and display effective communication and interpersonal skills. Our School Leaders take an active role in all aspects of the school community and work with others to achieve the best possible outcomes. Our school leaders

represent the school body at Diocesan and community events and are positive role models for all students with regards to behaviour and presentation.

Our school leaders are elected by the student population to the following positions: MJR leaders, Social Justice leaders, Stewards of Creation leaders, Engaging Community leaders. Elections are conducted by staff. Students from Years 2-5 vote for those nominated for leadership positions. Results are presented to the Principal for consideration. Other students in Year 6 are added to Teams to support specific school and community activities within the school.

Our four colour houses are named to acknowledge and celebrate key figures in our history who reflect integral elements of the 'MacKillop Spirit' and the 'Josephite charism', which are at the heart of the school St Patrick's is today.

These elements run through every part of our school community, but each house takes a special role in upholding and representing a characteristic of the 'Josephite Way'. Two colour house leaders are elected to represent each of the following houses: Dirkin, MacKillop, Murray and Tenison.

Two student representatives are elected to hold student leadership positions to lead the AEC. The AEC promotes and encourages engagement of Aboriginal & Torres Strait students from all year groups and differing Aboriginal nations. Students gather together to engage in cultural awareness activities and deepen their understanding of country and identity.

## School Features

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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, which were completed in 2017 and officially opened in 2018. Stage 2 works commenced in 2019, which included purpose built, contemporary, flexible learning spaces and landscaped play spaces, opened in 2021.

Our pod design was extended with Stage 3 works and currently services Kindergarten - Year 6, offering contemporary learning environments.

The school continues to experience healthy growth, and is fully 3-streamed, accommodating 21 classes.

## Student Profile

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### 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 2024: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
271	286	63	557

\* 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 [Enrolment 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 2024 was 90.84%. 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
91.99	91.74	91.47	92.18	90.30	90.01	88.20

## 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 Professional Officer for School Enrolment 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

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### Staffing Profile

The following information describes the staffing profile for 2024:

Total number of staff	65
Number of full time teaching staff	20
Number of part time teaching staff	23
Number of non-teaching staff	22

### 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 at these levels is as follows:

- Conditional 155 teachers
- Provisional 71 teachers
- Proficient 1953 teachers
- 4 Highly Accomplished teacher

Additionally, there are a number of 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.



## Catholic Identity and Mission

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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 educate from and for vibrant, welcoming and diverse communities with a particular commitment to the poor; for justice, integrity and peace; and with hope for the future.

At the heart of everything there is always Jesus Christ.

Catholic schools educate:

- From and for the community of faith
- From and for excellence in learning
- In a rigorous, creative and critical pursuit of truth

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

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 2024 theme was "Follow Me". This invitation is not a mere call to walk alongside Jesus, but a summons to be transformed by Him. It's an invitation to step out of the familiar confines of our personal 'boats,' the routines and securities we cling to, and embrace a life marked in trust, faithfulness and love.

During 2024, we celebrated several masses, liturgies and special assemblies throughout the year which allowed the students the opportunity to deepen their relationship with God and to move closer to living a life with Jesus as their role model.

## Curriculum, Learning and Teaching

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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 and Languages.

The Curriculum is structured around the outcomes and content for each KLA and provide multiple opportunities for students to demonstrate their understanding through assessment. The curriculum incorporates a focus on capabilities and priorities, including literacy, numeracy, digital literacy, critical and creative thinking, ethical understanding, intercultural understanding, and personal and social capability.

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The Curriculum is structured around the outcomes and content for each learning area and general capabilities for learning across the curriculum including literacy, numeracy, information and communication technology, critical and creative thinking, ethical behaviour, personal and social competence and intercultural understanding.

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. Religious Education is an integral part of learning and our school policy and implementation reflects the 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 and have maintained a specific focus on improvement of Religious Literacy.

A centralised scope and sequence is followed by all staff. In keeping with all KLAs, a formal

assessment and evaluation process is in place. The continued integration of the Early Years Learning Framework through our participation in the Successful Foundations Action Research project is an essential part of our curriculum development, with infants' staff increasing their repertoire of strategies and pedagogical approaches, which include purposefully framed provocations connected to syllabus content. The school's technology base and ICT teaching programs are further developed with the Bring Your Own Device program for students in Years 4-6. Further integration of technology, using laptops (Years 2 and 3) and iPads (Kindergarten and Year 1) similarly develops students' computer literacy. The role of Gifted Education Mentor supports students identified as gifted in an area of learning. These students participate in enriched classroom experiences, with consideration given to enrolment in the diocesan established Virtual Academy.

## Student Performance in Tests and Examinations

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### NAPLAN

Students in Years 3, 5, 7 and 9 across Australia participate in the National Assessment Program Literacy and Numeracy (NAPLAN).

NAPLAN is a nationwide measure through which parents/carers, teachers, schools, education authorities, governments and the broader community can determine whether or not young Australians are developing critical literacy and numeracy skills. NAPLAN results allow parents/carers and educators to see how students are progressing in literacy and numeracy over time - individually, as part of their school community, and against national standards. NAPLAN is made up of four domains of:

- reading
- writing
- conventions of language (spelling, grammar and punctuation)
- numeracy.

NAPLAN results are reported against proficiency standards with four levels of achievement to give parents and carers, teachers and schools clearer information on how students are performing:

- Exceeding: The student's result exceeds expectations at the time of testing.
- Strong: The student's result meets challenging but reasonable expectations at the time of testing.
- Developing: The student's result indicates that they are working towards expectations at the time of testing.
- Needs additional support: The student's result indicates that they are not achieving the learning outcomes expected at the time of testing. They are likely to need additional support to progress satisfactorily.

The percentage of student achieving at Exceeding and Strong proficiency standards in NAPLAN at St Patrick's PS for 2024 is reported in the table below.

NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 3	Grammar and Punctuation	56%	54%
	Reading	65%	66%
	Writing	79%	77%
	Spelling	56%	61%
	Numeracy	71%	63%
NAPLAN RESULTS 2024		Percentage of students in the top 2 proficiency standards	
		School	Australia
Year 5	Grammar and Punctuation	62%	65%
	Reading	70%	71%
	Writing	71%	67%
	Spelling	66%	68%
	Numeracy	71%	68%

## Pastoral Care and Student Wellbeing

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### Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the [Student Wellbeing and Pastoral Care Policy](#).

The Student Wellbeing and Pastoral Care Policy 2022 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.

### Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned with the Catholic School's [Student Wellbeing and Pastoral Care Policy](#) and to the [Schools Behaviour Management Policy](#). 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.

## **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.

## Community Satisfaction

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Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups every 2 years. This data is shared with the school community and contributes to the priorities for future planning.

### Parent satisfaction

Consultation with parents, students and teachers is valued and sought. Their feedback contributes to the planning and the achievement of 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. The school undertakes extensive surveying of all stakeholder groups annually. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

The Tell Them From Me survey was conducted between 20 May 2024 and 14 Jun 2024. The report provides results based on data from 99 respondents in the school who completed the Parent Survey.

- Parents feel welcome at the school
- Parents feel that reports on their child's progress are written in terms they understand
- Parents encourage and praise their child for doing well at school
- Parents feel that teachers have high expectations for their child to do well at school and the school is supportive of students
- Parents feel their child is safe and supported at school
- Parents feel teachers help their children in developing positive friendships

### Student satisfaction

Students have a positive sense of belonging

Positive relationships are formed at school

Students value schooling outcomes

- Students are good friends to others
- Students can show they care about others
- Students are interested and motivated



- Students have positive self- regulation
- Students possess and understanding of other cultures
- Effective learning time takes place at school
- A positive learning climate is evident within the school
- Positive teacher- student relationship occur
- Students feel they are supported in living like Jesus
- Students know why their school cares about others, this helps them to do things that make a difference in the world
- Religious Education lessons help students understand what Catholics believe

187 students responded to the survey

### **Teacher satisfaction**

- Student wellbeing at school is viewed as important by staff.
- Staff clearly understand student wellbeing and its impact on learning and development.
- The school is perceived as welcoming, inclusive and respectful for students.
- Students' spiritual growth is supported.
- There is shared responsibility and accountability for a safe and supportive environment for students.
- Students are well supported in their academic and spiritual growth.
- Staff know, value and care for students.
- Staff have a strong sense of the diverse learning needs of students.
- Staff feel confident in making adjustments and differentiating learning.
- All students are supported to be successful learners.
- Safeguarding of children is prioritised within the school

45 teachers responded to the survey

## 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 2024 year is detailed below:

Recurrent and Capital Income 2024	
Commonwealth Recurrent Grants <sup>1</sup>	\$6,266,923
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$1,658,472
Fees and Private Income <sup>4</sup>	\$1,643,175
Interest Subsidy Grants	\$0
Other Capital Income <sup>5</sup>	\$432,289
<b>Total Income</b>	<b>\$10,000,859</b>

Recurrent and Capital Expenditure 2024	
Capital Expenditure <sup>6</sup>	\$88,122
Salaries and Related Expenses <sup>7</sup>	\$7,011,332
Non-Salary Expenses <sup>8</sup>	\$3,652,597
<b>Total Expenditure</b>	<b>\$10,752,051</b>

### Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.
3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

END OF 2024 REPORT