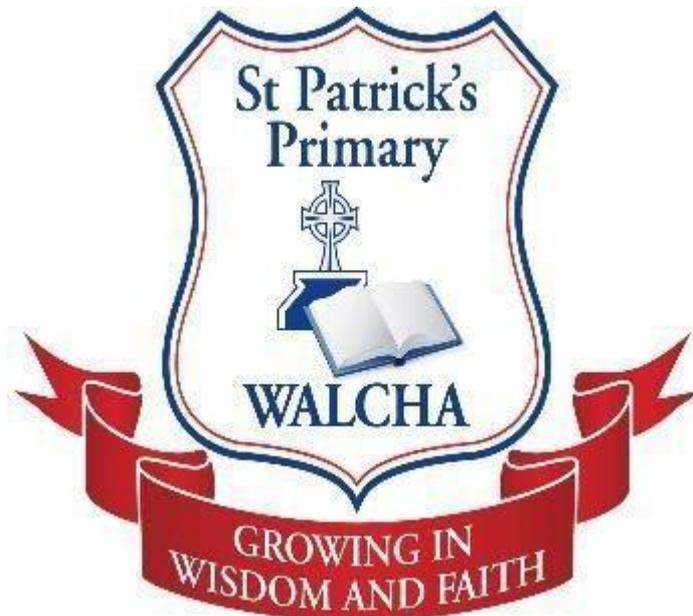


Annual School Report 2018 School Year

St Patrick's Primary School, Walcha



51N South Street
Walcha NSW 2354

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Principal
Belinda Burton

About this report

St Patrick's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the School Community* for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, and other regular communications. The *Report* is available on the school's and CSO's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums, including the School Advisory Council meetings, and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6777 2328 or by visiting the website at stpatrickswalcha.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. St Patrick's Primary School is indeed blessed to have such dedicated and enthusiastic people supporting the school.

The primary purpose of St Patrick's Primary School is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. St Patrick's Primary School offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

St Patrick's Catholic Primary School Walcha is proud of its history and achievements. St Patrick's was founded by the Mercy Sisters in 1911. The sisters educated students for 64 years before handing the school to the Armidale Diocese at the end of 1975. 1976 saw Mr Maxwell McGinty appointed as the first lay Principal at St Patrick's.

The school crest and motto "Growing in Wisdom and Faith" was adopted in 1980. It was selected from the entries received by the School Board. The motto continues to be an important focus for our students. It forms part of our school prayer which is prayed at the beginning of every day. The school's mission is to provide an inclusive Catholic environment where the Gospel values of Wisdom and Faith can grow and be nourished. Our aim is to develop individuals to their full potential and instil in each person a sense of responsibility, self-discipline and respect for the needs of others and for the environment in which we live.

The 2018 report reflects what has been achieved throughout the year. All members of the community are to be congratulated on the achievements reached 2018. St Patrick's school continues to be a school that has a big heart.

Belinda Burton
Principal

1.2 A Parent Message

The Parents & Friends of St Patrick's have had a very successful year in providing support to the school community. The P & F are very proud of the activities that have organised this year.

The P & F held several very successful events that have contributed financially to the school while building community within the school.

2018 saw the P & F organising the Tea & Tissues Morning Tea, Street Stalls, Easter Raffle, catering at the Weaners Sale, Mother's and Father's Day gift stalls, a Student Disco and a Tea Towel, Ham Bags & Shopping Bag drive, BBQ for swimming and athletics carnivals along with running the school canteen two days a week.

The P&F have purchased this year: Incursions and excursions for all grades, Mini Minstrels for Years K -2, classroom stationary, Reading Eggs and Mathletics, Chrome Books and a PA system for the outdoor learning space.

The P&F play a vital role in the social calendar of St Patrick's providing an avenue for friendship and support in the school. The P&F worked on building the community spirit at St Patrick's and were committed to fundraising in 2018 to enhance the educational experience of all children.

Mrs Megan Marchant
President
Parents and Friends



2.0 This Catholic School

2.1 The School Community

St Patrick's Primary School is located in Walcha and is part of the St Patrick's Parish which serves the communities of Walcha, from which the School families are drawn.

Last year the school celebrated 107 years of Catholic education.

The parish priest Monsignor Ted Wilks (administrator) is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Patrick's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

St Patrick's follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy. For many students, school is the only link they have with the Catholic Church. As a result, the school tries to ensure that the students have regular exposure to prayer, liturgy, the Mass and the Sacraments. Each day, morning assembly begins with the school prayer (led by our School Captains).

RE is integrated throughout the day, students participate in class and individual prayers. The children attend Mass on alternate Fridays with a rostered class undertaking preparation of the Mass, this is part of the students ongoing Faith Formation. In 2018, St Patrick's School was involved in two Sacramental programs: Reconciliation and First Eucharist. Staff members were involved in the preparation of Sacramental classes and they also proclaim the Word at the weekday and Sunday Masses.

The students of St Patrick's have 180 minutes of Religious Instruction in the classroom each week. For our students, to gain a better understanding of the mission of the Catholic Church on a more universal scale, they were involved in various fundraising activities to support the charitable works of CARITAS Australia and the Catholic Missions. During the year, the work of these charitable organisations was outlined to the students by guest speakers and through the use of multimedia resources. Students were encouraged to contribute to the Project Compassion boxes throughout Lent. Multiple fundraisers were held to raise money for the Catholic Missions in Term 3. The children are also involved in Mini Vinnies - St Vincent de Paul group where they supported the Winter and Christmas appeals.

Individual teachers accepted opportunities to attend spiritual formation and reflection days throughout the year including an REC Retreat Day; Teachers Retreat Day; Staff Retreat Day, Principal Retreat Day and Twilight Prayer afternoons. The R.E.C. attended the annual Conference held over three days.

In 2018 the Parish Administrator regularly visited the school. Parishioners were invited to school Masses, liturgies and celebrations throughout the year. These included Masses for the reception of the Sacraments of First Eucharist and Reconciliation, special Feast days, Opening School Mass and Graduation Mass, Class Prayer, Presentation Night and School Assemblies.

Years 6 students in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. Results of the test are analysed by teachers and are used to inform future teaching and learning in Religious Education across the school.



Students in Years 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

Our School's average result (as a mark out of 50)	
Year 6	23

2.3 School Enrolment

St Patrick's Primary School caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	5	3	4	10	4	8	9	43	52
Female	6	6	3	6	4	6	8	39	42

2.4 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance Rates	90.0%	88.0%	89.0%	90.0%	87.0%	87.0%	88.0%	88.4%



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;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- 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;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic nonattendance is an issue and previous strategies have failed the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies, if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESA Teacher Accreditation Provisional or Conditional level.	0
2. Those teachers at the NESA Teacher Accreditation Proficient level.	8
3. Those teachers at the NESA Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESA Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	6
6. Number of staff identifying as Indigenous employed at the school.	0
7. Total number of non-teaching staff employed at the school.	2



2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

As a staff and community, we continued to implement a Positive Behaviour for Learning program which targeted an approach where students were increasingly recognised for the efforts. This involves the core values of our school, the school expectations, the rewards and acknowledgements of the school expectations. Regular school assemblies with the wider community were held in 2018 where students were acknowledged for their effort & achievements.

St Patrick's was involved in a wide variety of community service activities throughout the year including participation and representation at official ANZAC Day and Remembrance Day Services. Many children volunteered to attend the Bicentenary community celebrations of John Oxley, they performed at the local nursing home and sung Carols at the community Carols by Candlelight.

The Year 6 students as part of their leadership role buddy with an infant's student. This gives younger students an older child that they can go to for help and support. The also ran the School Assemblies and assisted with the many responsibilities of the school liturgical events.

2.7 Parent, Student and Teacher 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.

Parent 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. The School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

In 2018 Parents were surveyed by an independent specialist corporation. Parents were offered the opportunity to provide feedback across 28 different areas. 42 parents (55% of parents offered) responded "Strongly Agree" rating to 20 areas and 8 areas received to "Agree". The parents identified that the school provided a safe place for their child and the school is well maintained as the two highest ranking answers.

Student Satisfaction

In 2018 Students in Years 4 and 6 were surveyed by an independent specialist corporation. Students were given the opportunity to provide feedback in 22 different areas. 37 of the 38 students completed the survey (97% completion rate). The students gave a "Strongly agree" ranking to all but 4 areas where they gave "Agree" as the ranking. The highest ranking responses were that my teachers care about me, my teachers encourage me to do my best, my teachers tell me what I am learning and why and I am encouraged to care for others.



Staff Satisfaction

In 2018 the Staff was surveyed by an independent specialist corporation. The staff were given the opportunity to provide feedback in 40 different areas involving their position. 25 areas were given a “Strongly Agree’ rating and the others 15 areas were “Agree’ ranking. The highest scores were given to the questions regarding: recommending the school to others, school is well maintained, clear expectations throughout the school, Behaviour Management & Pastoral Care processes are followed, Catholic Principles Values are taught and Assessment is used to inform teaching across the school.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on, and taught in accordance with the 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. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

As a Catholic School, Religious Education is a mandatory key learning included in the curriculum for students in each grade. St Patrick's Primary School is committed to providing a quality education that meets the needs of all students.

Curriculum development in 2018 focused on the continual improvement of pedagogy in English - with the introduction of a Literacy Block and a focus on writing.

Teachers also undertook professional development in ways to gathering data, how to use student data and how to direct future teaching and learning in our classes for the results.

St Patrick’s continued to utilise the Best Start Program to assess Kindergarten students in their first week of entering school. From this assessment planning and programming was put in place to best meet the needs of these individual students. This assessment continued to be ongoing throughout the year.

K- 2 staff continued to use the Literacy Continuum to plot children and track progress in learning. Individual Plans were written and implemented for students on integrated funding and our Educational Assistants worked with students to achieve the set outcomes.

The Students from Kindergarten, Year 1 and Year 2 participated in a five week Mini Minstrels music program presented by the New England Conservatorium of Music (NECOM). Primary students participated in New England Sings a national award-winning choral showcase that brought together over 800 K-Year 12 choristers and an 80+orchestra from 25 New England regional schools for two sensational concerts in October. The concerts celebrated the love of singing the children have.

Some primary students participated in the University of New South Wales ICAS tests for Mathematics, Spelling, Writing, Technology and Science. A number of students received Distinctions and credits in the various subjects.

St Patrick's has under the NSW Literacy and Numeracy Action Plan (LNAP), received a proportionate allocation of aide time to support and monitor the implementation of the K-2 Diocesan Learning Enhancement Strategy.



3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 17 students presented for the tests while in Year 5 there were 14 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At St Patrick's Primary School, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of St Patrick's Primary School students in each band compared to the State percentage.



Year 3 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 1 to 6												
BAND	6		5		4		3		2		1	
	State	School										
Reading	30.3	5.9	23.9	17.6	22.5	17.6	13.8	5.9	5.9	5.9	2.0	11.8
Writing	15.2	11.8	30.0	23.5	29.5	41.2	15.6	17.6	5.4	5.9	2.9	0.0
Spelling	27.2	17.6	23.6	11.8	21.9	23.5	14.8	23.5	7.6	5.9	3.2	5.9
Grammar and Punctuation	32.1	17.6	24.4	11.8	18.2	23.5	13.2	11.8	7.4	11.8	3.0	0.0
Numeracy	18.4	0.0	23.7	23.5	26.6	47.1	18.8	17.6	8.6	0.0	2.3	0.0

Year 5 NAPLAN Results in Literacy and Numeracy												
Percentage of students in Bands 3 to 8												
BAND	8		7		6		5		4		3	
	State	School										
Reading	16.7	0.0	22.4	50.0	26.6	28.6	20.0	7.1	9.5	0.0	3.3	0.0
Writing	4.0	14.3	12.3	0.0	30.4	7.1	30.3	50.0	14.5	28.6	7.3	0.0
Spelling	15.2	7.1	23.4	21.4	28.2	35.7	19.2	35.7	8.8	0.0	3.6	0.0
Grammar and Punctuation	15.7	14.3	22.3	28.6	28.1	21.4	18.5	28.6	9.3	0.0	0.0	0.0
Numeracy	11.6	7.1	19.2	35.7	29.0	35.7	25.0	14.3	11.1	0.0	2.6	0.0

NOTE: Where a year level has five or less students the information is withheld to protect the privacy of the students



3.3 Teacher 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 Armidale. 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.

The School held the equivalent of five staff developments days this year with the areas of focus as follows:

Term 1	Child Protection, School Procedures & Practices, Non-negotiables of a CPLC & 14 Parameters
Term 2	Spirituality Retreat, R.E Programming, Core Catholic Principles and Values
Term 3	School Processes & Procedures, curriculum compliance
Term 4	Curriculum Planning for 2019

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishop's Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the *School's website* stpatrickswalcha.catholic.edu.au and the Armidale Catholic Schools Office website at <https://www.arm.catholic.edu.au>

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Patrick's Primary School Christ's teachings therefore should relate to how our staff develop student self-discipline. We believe in a holistic approach to individual development. Such an approach aims to develop the intellectual, physical, emotional, social, aesthetic, moral and spiritual dimensions of a child. We aim to bring this about in our school by promoting self-worth and by encouraging each individual to answer to one's self for one's own actions.



All people attending St Patrick's Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.

The full text of the School's 'Pastoral Care Policy' may be accessed on the School's website stpatrickswalcha.catholic.edu.au or at the administration office.

4.3 Student Discipline Policy

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.

No changes were made to the 'Student Discipline Policy' this year.

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

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by our school and all systemic 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 Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the School's 'Bullying Prevention and Intervention Policy' may be accessed on the School's website stpatrickswalcha.catholic.edu.au, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by our school. The rationale for this 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. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the policy this year.

The full text of the policy may be accessed on the School's website stpatrickswalcha.catholic.edu.au or the administration office.

5.0 School Review and Improvement

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the School's Strategic Improvement Plan and informed by the Catholic School's Office Annual Improvement Plan. The School engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.



Key improvements Achieved in 2018

Catholic Principles and Values and Religious Education

- Continue to develop the use of the CPV document into Key Learning Areas;
- Staff participated in the CPV professional development day on The Common Good

Aboriginal and Torres Strait Islander Policy

- Continued to implement the Catholic Schools Office - Aboriginal and Torres Strait Islander Policy Teacher Capacity and Collaboration
- Staff used the AITSL standards to create personal learning plans to drive professional development
- Staff continue to implement the required stages of creating a Professional Learning Community
- Staff worked in Professional Learning Teams to analyse students progress and create suitable teaching and learning opportunities to cater the student's needs.
- Staff continued to use the Collaborative Inquiry Initiative and embedding the 14 parameters in school and classroom practices.

Priority Key Improvements for 2019

Nurturing Our Catholic Identity

- Catholic Principles and Values: to integrate CPVs in all KLAs, for the understandings of CP&V to be evident in the life of the school, to develop parent awareness of CPVs
- Faith Formation Framework: to use the FFF to develop a strategic approach for improving faith formation, with a 2019 focus on prayer

Improve Learning

- Implementation of the Catholic Schools Office Non-negotiables,
- Further develop the understanding and implementation of the Non-negotiables of a CPLC inclusive of the 14 Parameters with a 2019 focus on: agreed protocols, 2 hr Literacy Blocks, Big Write/VCOP, Learning Intentions & Success Criteria, Case management, Norms, Assessment & Data that directs school improvement

Lead Learning

- Further develop Instructional Learning of Staff, develop the capacity of all to be leaders of learning
- Create the Right Environment

Implement System approach to school processes, establish and implement school procedures, with a 2019 focus on Curriculum, Classroom practices and Compliance.

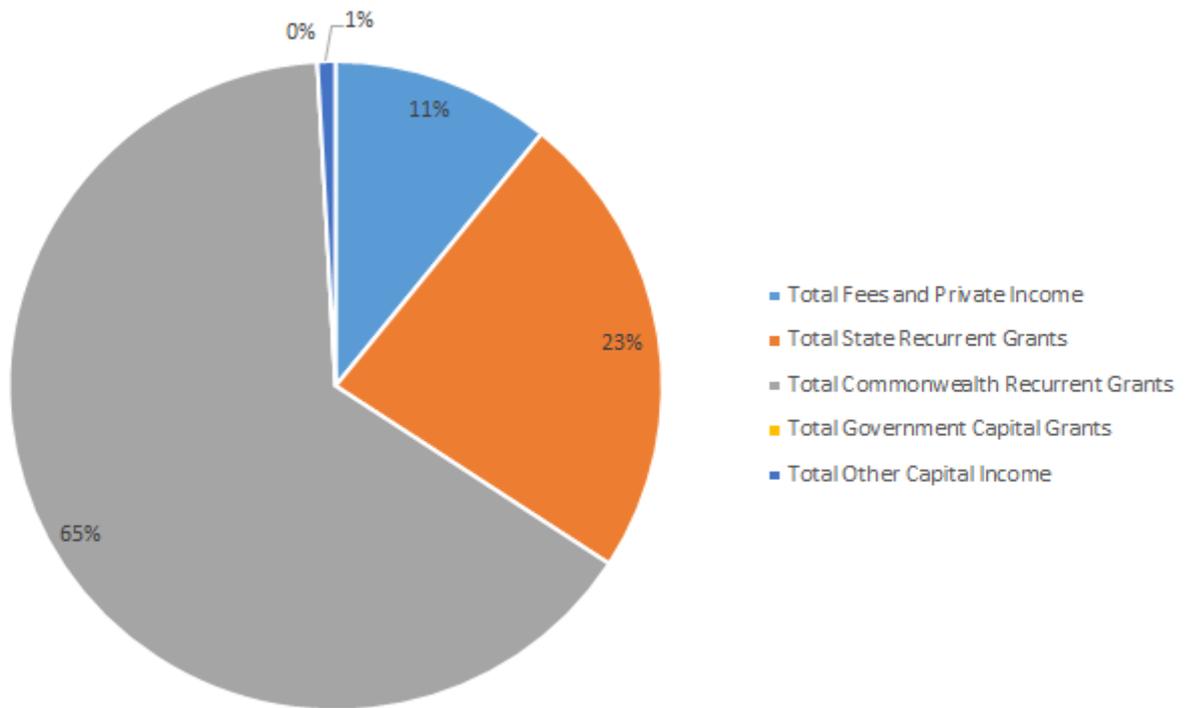
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:



2018 Income - St Patrick's Primary School, Walcha



2018 Expenditure - St Patrick's Primary School, Walcha

