

2019 Annual School Report to the Community

St Patricks Primary School Lithgow

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Principal Mrs Renae Dunleavy





Principal's Message

The last year has been one of change at St Patrick's School. I had the absolute privilege of returning to St Patrick's School in Term 3 2019 as Principal and was met with a highly capable Leadership Team and staff.

This time has been spent working with the Leadership Team and Staff in making our collective vision explicit and clear to all in the school community. With a focus on building a shared understanding of what quality teaching practice and student engagement means here at our school, the Leadership Team and Staff worked together to embed school-wide routines and practices designed to enhance student engagement. This Student Engagement Project encompassed a whole school approach to designing differentiated activities in Mathematics and embedding formative assessment strategies into classroom practice. The Leadership Team's work with David Eddy ensured that our improvement strategies were research-based and that we were using high-yield strategies when working with staff on our whole school improvement agenda.

Parent engagement continues to be a strong focus and we continue to build connections and relationships with the parents community, as we work together.

Parish Priest's Message

As a Catholic school we are called to be a community that helps, cares and serves others. This is what lies at the heart of an authentic Catholic School. The school is situated close to the Church and the children attend Mass regularly with the teachers preparing meaningful liturgies, including readings, prayers and music. St Patrick's School implements the Diocesan Religious Education Program on a daily basis making sure that St Patrick's School is an extension of the Church.

It has been our privilege to work alongside so many wonderful people - students, staff and families who have embraced the idea of Christian service in our school.

At the end of the year, it is a good moment to reflect and celebrate the successes, the challenges, the learning and the opportunity for growth.

May all your hopes and dreams be carried on eagle's wings and be held in the palm of God's hand. Rich blessings to all.

Parent Body Message

The change in leadership in Term Three brought with it a welcomed focus on quality student engagement. The Leadership Team's vision became very clear to the parent body and it was apparent that this was a very cohesive team.

Communication improved greatly and parents felt that they were once again being heard and considered in the decision-making processes within the school.

Parents were pleased that the Leadership Team's focus was clearly on the students and their learning. Parents were also pleased to see that student and parent voice were being considered in school improvement processes.

The return to more routinized and structured classroom environments was welcomed by parents and students alike. The P&F were useful in providing feedback to the Leadership Team in terms of the learning environments and were grateful to have their thoughts and feelings considered in this process.

Student Body Message

Being at student at St Pat's means you know you're safe and that everyone looks out for you. Being at St Pat's means you know that you will get the most opportunities to learn. It also means knowing that your teachers and friends will always support you.

The school facilities are always kept clean and in order and the staff are always here to help us. We have loved having our healthy Canteen.

During this year we have enjoyed many wonderful opportunities like going to the eisteddfod, participating in sports carnivals, excursions, Mary MacKillop Week, Chess Club, Choir, Band and Tabloid Sports, just to name a few. We are grateful for the opportunity to have specialist Music, Health and Library lessons also.

SECTION TWO: SCHOOL FEATURES

St Patricks Primary School is a Catholic systemic Co-Educational School located in Lithgow.

St Patrick's School is a Christ Centred Learning environment where all are given the opportunity to grow in relationship with Jesus. Our school was founded by St Mary of the Cross MacKillop and she continues to guide and inspire us in all that we do.

Everyone is welcome at St Patrick's, we encourage a strong relationship between school, home and parish and recognise parents as the first educators of their children. Our school provides many opportunities for parents, caregivers, family and friends to be involved in daily school life.

At St Patrick's we have amazing facilities that provide safe, spacious and contemporary environments for our students. St Patrick's School is focused on quality student engagement and a whole-school commitment to creating a settled learning environment for all of our students.

The students at St Patrick's School have access to many extra-curricular opportunities including; many sporting opportunities, specialist music lessons with the Conservatorium of Music, choir, band and much more.

We have two classes in every grade except for Years 1, 2 and 4, which are one stream grades. We have an average of 20 students per class. Smaller class sizes ensure that all of our students' needs are met and they can receive individual attention and support. Our school sets high standards for behaviour and incorporates the SPB4L program in order to explicitly teach students about appropriate behaviours that will ensure they achieve success at school.

We are very proud to provide quality Catholic education within the wonderful community of Lithgow.

Student Enrolment

The School caters for students in Kindergarten to Year 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Total Students
107	112	11	219

* Language Background Other than English

Enrolment Policy

The school enrolment policy has been developed in the context of government, system and parish requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. Total fees are made up of the Diocesan school fee, the Capital Works Levy and local fees and charges.

Detailed information about enrolment at the school is available from the school administration office. CEDB Enrolment Policy is available from the CEDB website: www.bth.catholic.edu.au.

Student Attendance Rates

The average student attendance rate for 2019 was 92.93%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	92.60%
Year 1	93.40%
Year 2	94.10%
Year 3	94.00%
Year 4	93.50%
Year 5	91.70%
Year 6	91.20%

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their learning. 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 Executive Director of Schools (or designated CEDB Officer) is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

The following information describes the staffing profile for 2019:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
21	12	33

* This number includes 14 full-time teachers and 7 part-time teachers.

Percentage of staff who are Indigenous	0%
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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 Catholic Education Diocese of Bathurst. 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 areas of focus as follows:

Term 1	First day back - planning and preparation
Term 2	Diocesan Spirituality Day and Open Classrooms
Term 3	SPB4L - Jen Whickam
Term 4	Phonics - Sarah McDonagh

From Term 3 2019, there was a significant focus on Professional Learning around student engagement, formative assessment and differentiation. The Professional Learning was designed and delivered by the Acting Principal, Mrs Renae Dunleavy. The Professional Learning was directly linked to the three school improvement focus areas and also aligned with the staff PP&D focus areas.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the New South Wales Education Standards Authority (NESA):

Teacher Standards		Percentage of Teachers
1	Graduate Teachers	5%
2	Proficient Teachers	95%
3	Highly Accomplished and Lead Teachers	0%

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

The School follows the Diocesan Religious Education Curriculum and uses the student textbooks *To Know, Worship and Love*, as authorised by the Bishop of Bathurst.

Religious Education and the Catholic Life of the school are at the heart of who we are as a school community. We have once again provided many meaningful experiences for our students and community members that have allowed us to grow in relationship with Jesus.

Combined Masses with La Salle throughout the year were successful and strengthened the relationships across our two Catholic schools. These Masses were welcomed and provided our students and families the opportunity to celebrate the Eucharist as a K-12 community.

Our Sacramental Program ran successfully in partnership with the Parish and students from Years 2, 3 and 6 received Reconciliation, First Eucharist and Confirmation respectively.

Liturgies and Masses were celebrated throughout the year to mark special occasions in the Liturgical calendar, as well as other special events such as Mothers Day, Fathers Day and Grandparents Day.

The additional of Whole School Prayer on a Monday morning provided a wonderful opportunity for our students and staff to engage with the weekly Gospel and pray together as a school community.

SECTION SIX: 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 Catholic Education Diocese of Bathurst. School effectiveness is monitored by the Quality Catholic Education self review process and through regular school reviews conducted by CEDB personnel. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

The curriculum at St Patrick's comprises six Key Learning Areas (KLA) as set out by NESA. The KLAs include English, Mathematics, History and Geography, Science and Technology, PDHPE and Creative Arts. As a Catholic School, Religious Education is included as a Key Learning Area. Teacher programs adhere to NESA requirements and follow school-based Scope and Sequences. A variety of assessment strategies are used to inform practice and planning.

We value the arts within our community and all students have the opportunity to engage in Music/Drama/Dance lessons with a specialist teacher. The children also have the opportunity to join the school band, school choir, perform at Eisteddfods and other events. Private music lessons are available at the school through the Mitchell Conservatorium of Music.

St Patrick's Primary School values sports and the proud sporting tradition of the local community. We hold annual swimming, athletics and cross country carnivals and there are opportunities for students to progress to Diocesan, Polding and State levels for these sports. Students in Years 3-6 have the opportunity to participate in AFL, Netball, Soccer and Cricket Gala Days. St Patrick's School again fielded rugby league teams in the Peachy/Richardson Cup.

Student Reports are distributed to parents at the end of each Semester. These reports outline student learning and growth and provide meaningful feedback to students and parents. Parents engagement is encouraged via the beginning of year and half-yearly parent/teacher interviews. Parents are encouraged to be active participants in their child's learning by engaging in regular communication with their child's teacher.

SECTION SEVEN: STUDENT PERFORMANCE IN STATE-WIDE 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 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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	34.40%	56.70%	6.30%	10.80%
	Reading	43.80%	52.80%	12.50%	10.70%
	Writing	37.50%	50.90%	6.30%	6.20%
	Spelling	46.90%	47.90%	9.40%	13.20%
	Numeracy	25.00%	39.60%	18.80%	12.10%

NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	26.80%	34.20%	19.50%	17.00%
	Reading	40.00%	37.10%	12.50%	12.40%
	Writing	9.80%	16.90%	19.50%	19.10%
	Spelling	22.00%	33.90%	12.20%	13.70%
	Numeracy	17.50%	29.00%	22.50%	14.00%

Student Welfare Policy

Our significant focus on Pastoral Care continues to be a major priority at St Patrick's School. The second half of 2019 brought with it a need to review our Pastoral Care Policy in order to align with the Student Engagement Projects and SPB4L focus.

This review will continue into 2020.

Catholic Education Diocese of Bathurst ensures each school has a Student Welfare or Pastoral Care Policy. This policy guides the school community in establishing a safe and supportive environment in which all students thrive to reach their potential. Student welfare and student learning are intrinsically linked and fostered by the collaborative endeavours of staff and parents and community.

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

Discipline Policy

Each school in Catholic Education Diocese of Bathurst has a Discipline Policy. This policy is developed to encourage and foster positive relationships and behaviours among members of the school community. The policy details the processes the school undertakes to foster behavioural change in individuals who require assistance with specific behavioural areas. This policy may also include the rights and responsibilities of members of the school community.

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.

The work around student engagement encompassed a whole-school focus on the explicit teaching of skills to establish behaviours that are most conducive to learning. A review of the Discipline Policy was initiated in Term 3 and 4 to begin the process of aligning the policy with the SPB4L focus areas, as well as the whole-school routines, strategies and practices implemented as part of the Student Engagement Project.

The review of the Discipline Policy will continue into 2020.

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

The Diocese of Bathurst has a Discrimination, Harassment and Bullying Policy which guides the school's Anti-Bullying Policy. The policy 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 in the school community. No changes were made to the policy this year.

The full text of the *Anti-Bullying Policy* may be accessed at the administration office.

Complaints and Grievances Resolution Policy

The Diocese of Bathurst has a Complaints Guideline which is implemented by our schools. This document recognises that from time to time, misunderstandings and differences of opinion occur, and 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. No changes were made to the policy this year.

The full text of the *Complaints Policy* may be accessed on the School's website, or the administration office.

Initiatives Promoting Respect and Responsibility

Further embedding of the SPB4L program occurred during the second half of 2019. The key concepts within the SPB4L program revolve around being respectful and responsible. These concepts are also a key component of the Student Engagement Project and are being reinforced regularly within classrooms and across the whole school.

SECTION NINE: QUALITY CATHOLIC EDUCATION

The School implements Catholic Education Diocese of Bathurst Bathurst Quality Catholic Education Framework (QCE) which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus.

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. The School engages in an annual evidence-based evaluation of its effectiveness against standards in collaboration with the Consultant to Schools.

Key Improvements Achieved in 2019

Student Engagement

Our whole school project and focus on student engagement ensure that we were able to gain valuable insight in terms of student voice through our whole school Student Learning Survey. Student voice was used to guide our practices in setting school-wide strategies and routines to promote and enhance effective learning behaviours.

Assessment and feedback

Our staff Professional Learning around embedding formative assessment strategies into teaching practices ensures more effective assessment practices and quality feedback are occurring in the classrooms

Differentiation Model

The implementation of a differentiated approach to planning activities and as a formative assessment model was a successful component of the Professional Learning component of the Student Engagement Project and continues to develop.

Priority Key Improvements for 2020

The Student Engagement Project focus areas will continue to be a priority moving into 2020 in order to embed the skills and strategies that were explored and embedded following the Professional Learning sessions.

Student engagement, formative assessment and differentiation will carry through as school improvement focus areas into 2020 with the aim of improving:

- teacher understanding of what quality student engagement actually looks like, and their ability to create the conditions for quality student engagement
- teacher use of quality formative assessment strategies in order to embed reflective practice that informs future planning
- teacher use of the Differentiation Model as a way of providing differentiated instruction that is explicit in its design and targeted at exposing gaps in learning.

SECTION TEN: 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 2019 Qualtrics survey conducted in the first half of the year indicated:

- * Average rating for Catholic Life and RE - 4 out of 5
- * Average rating for Teaching and Learning - 3.8 out of 5
- * Average rating for Leadership for School Improvement - 3.7 out of 5
- * Average score for Strategic resourcing - 3.9 out of 5

Student Satisfaction

The 2019 Qualtrics survey conducted in the first half of the year indicated:

- * Average score out of 5 for student satisfaction - 4.1
- * Average rating for Catholic Life and RE - 4.3 out of 5
- * Average rating for Teaching and Learning - 4.2 out of 5
- * Average rating for Leadership for School Improvement - 3.7 out of 5
- * Average score for Strategic resourcing - 3.9 out of 5

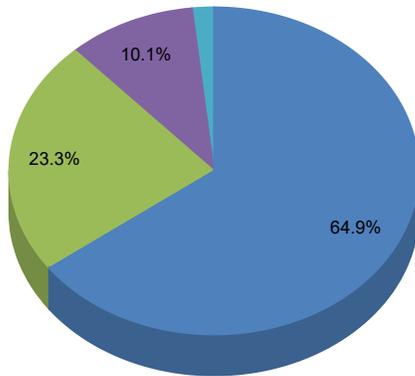
Teacher Satisfaction

The 2019 Qualtrics survey conducted in the first half of the year indicated:

- * Average rating for Catholic Life and RE - 4.2 out of 5
- * Average rating for Teaching and Learning - 4.2 out of 5
- * Average rating for Leadership for School Improvement - 3.7 out of 5
- * Average score for Strategic resourcing - 3.8 out of 5

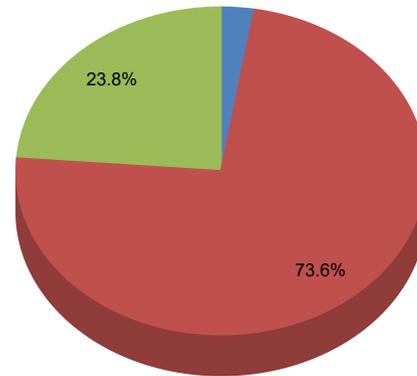
SECTION ELEVEN: FINANCIAL STATEMENT

Income



- Commonwealth Recurrent Grants (64.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (23.3%)
- Fees and Private Income (10.1%)
- Other Capital Income (1.7%)

Expenditure



- Capital Expenditure (2.6%)
- Salaries and Related Expenses (73.6%)
- Non-Salary Expenses (23.8%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.

Notes

1. Commonwealth Recurrent Grants include 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 and special purpose grants.
4. Fees and Private Income include school based fees, excursions and other private income.
5. Other Capital Income includes capital funded through the central Capital Fund.
6. Capital Expenditure includes expenditure on School Buildings, and Plant, Furniture and Equipment.
7. Salaries and Related Expenditure include 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.