

2018 Annual School Report to the Community

St Patricks Primary School Lithgow

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Principal Mrs Helen Mulholland



Principal's Message

Many thanks to everyone who has contributed to St Patrick's School to make it a great year of learning and experiences for the students. It has been great to see the children blossom, grow and develop.

The Monday morning prayer has been well received and brings us all together to start the week in God's presence. We've valued the presence of our parents, grandparents and carers who join us for our prayer and reflection time. The sacraments of Reconciliation, First Communion and Confirmation brought us together with the parish to celebrate these milestones in our school and parish life. We thank Fr Garry and Sr. Anne for their support and presence in our school community.

Another valued initiative has been the active community meeting held once a term. It gives parents the opportunity to chat, ask questions and share ideas.

Our building and grounds continue to be improved. Year 3 and 4 learning spaces have been modernised with innovative new furniture and the latest technology.

We have celebrated achievements of our students in the academic area, sport and other cultural activities. We have witnessed students exhibiting leadership, responsibility and kindness to others. Well done!

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 P and F had a very successful fundraising year. Events included the School Fete, Mother's Day Stall, Father's Day Stall and discos throughout the year. These fundraising activities have allowed the P and F to assist St Patrick's School and the students by contributing to excursion costs, subsidising the buses to the Bathurst Eisteddfod for the school choirs and purchasing musical instruments for the Pre-Kinder Program.

A big thank you to the wonderful and hard working committee members and volunteers in achieving a successful year of fundraising. A big thank you to Mrs Mulholland and the teaching staff for their ongoing support.

Student Body Message

A message from our school captains.

2018 has been a great experience and success for all Year 6 and the rest of St Pat's. Everyone has had a fantastic year working within the varied learning spaces in the classrooms.

The St Pat's community and our families, have had a huge impact in shaping us to be the people we are today, as school captains. A big thank you to all the sports captains and Year 6, we have really enjoyed being a part of a great group of leaders. We'd like to say a huge thank you to Mrs Mulholland for everything she has done for this school and for us as a Year 6 group.

We are sad to leave St Pat's, but excited for the future at the same time. It is a big step to high school but we feel St Pat's has prepared us and we are ready. It has been one epic journey this year and we are sad that we are at the end. Thank you to St Patrick's School, and all the fantastic teachers.

The Student Leadership positions at St Patrick's School in 2018 consisted of:

- Girl School Captain
- Boy School Captain
- House Captain – MacKillop
- House Captain – Tenison
- House Captain - Joseph

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 whereby we are challenged to live out our faith by showing compassion, love and kindness to all. Our school was founded by St Mary of the Cross Mackillop and we still follow in her footsteps, in all that we do today.

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 cater for the learning needs of each of our wonderful students. We provide opportunities for our students to be creative, collaborative and innovative in all areas of their learning.

Our school vision for learning underpins all that we do;

"St Patrick's School collaboratively facilitates meaningful learning opportunities that develop creative, confident and independent lifelong learners. Our students will have the skills to contribute to an ever changing world, while demonstrating a strong sense of empathy, social justice, compassion and connection to the Catholic faith."

The students at St Patrick's School have access to many extra-curricular opportunities including; the Conservatorium of Music's guided musical instrument lessons, robotics, STEM lessons, chess club, many sporting opportunities, choir, band, debating and so much more.

We have two classes in each grade Kindergarten to Year 6 with an average of 20 students per class. This small class size enables our teachers to know the needs and passions of each student in order to guide their teaching and learning practice. Our school maintains a strong emphasis on setting high expectations for all of our students in regard to their learning and behaviour. We expect our students to show respect to everyone, use good manners at all times, show care and concern for others and give 100% effort in all that they do.

We are very proud of our school and the quality Catholic Education that we provide and are thrilled to be able to share this with the Lithgow community and beyond.

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 2018:

Girls	Boys	LBOTE*	Total Students
124	142	16	266

* 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 2018 was 93.34%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group	
Kindergarten	95.14%
Year 1	93.95%
Year 2	94.17%
Year 3	93.65%
Year 4	93.07%
Year 5	92.46%
Year 6	90.97%

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 2018:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	10	33

* This number includes 14 full-time teachers and 9 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	Organisational and Planning Curriculum Focus
Term 2	Contemporary learning
Term 3	Staff Spiritual Formation
Term 4	Challenging Behaviours and Writing Seven Steps

Term 1

- ICT
- Literacy - Phonics and Writing
- PLC

Term 2

- Writing
- Leaders Edu Tech Conference
- RE Short Course
- PLC

Term 3

- How to teach Number Sense
- Seven Steps to Writing

Term 4

- SPB4L
- Phonics
- Ready to Learn
- Learning Progressions
- Challenging Behaviours
- Writing

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	9%
2	Proficient Teachers	91%
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.

What a great year we have had at St Patrick's!

The year has once again gone so quickly, but as always, the teachers and students have put a tremendous amount of effort into the area of Religious Education, Liturgy planning and Sacramental preparation. Once again St Patrick's School has worked closely with the Parish Priest and has been supportive of parish programs. Sr Anne continues to be a special presence of the Sisters of St. Joseph in our school and in our Parish.

The 2018 school year commenced with an Opening School Mass that was followed by the presentation of badges to the school leaders.

We are so blessed to be able to share and celebrate together at Masses, Liturgies, Retreat Days, Reconciliation and our Whole School Prayer mornings. Our staff work tirelessly preparing these special celebrations and are always finding creative ways to make these meaningful reflections of our faith. We encouraged our students to develop their social conscience by supporting a range of charities such as Project Compassion, St. Vincent De Paul and the staff sponsored a child in the Third World.

Students in Years 6 in Catholic schools in the Diocese of Bathurst 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	26.64

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 is made up of six Key Learning Areas (KLA) determined by NESA. They are English, Mathematics, History and Geography, Science and Technology, PDHPE and Creative Arts. As we are a Catholic School, Religious Education is also a Key Learning Area. All programming by teachers is based on NESA documents and school based scope and sequences. Assessment and the use of data to inform learning is used extensively.

St. Patrick's has a strong focus on contemporary learning. We are meeting the needs of today's learners in today's world.

Music is important to our community and we have a specialist Music/Drama/Dance teacher. The children also have the opportunity to join the school band, school choir, participate in Eisteddfods and other musical performances. Private music lessons are available at the school through the Mitchell Conservatorium of Music.

St Patrick's Primary School is indeed rich in opportunity for students to find their preferred physical activity. Our school has annual carnivals for swimming, athletics and cross country. Participation in these, can see students progress to representative school, diocesan and state teams. Students receive skills training in Tennis, AFL, cricket and football. Students in Years 3-6 have the opportunity to participate in teams for soccer, rugby league, netball, tennis and cricket gala events.

Parents receive School Reports twice a year, in June and December. These reports summarise student learning, set ongoing goals, and provide meaningful feedback to parents. These are supported by start of the year learning conversations, half yearly parent/teacher meetings and parent/teacher meetings at other times as requested by either parents or teachers.

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 2018		% 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%	53.70%	6.30%	11.30%
	Reading	43.80%	53.10%	12.50%	8.70%
	Writing	37.50%	42.00%	6.30%	10.00%
	Spelling	46.90%	46.60%	9.40%	12.50%
	Numeracy	25.00%	39.40%	18.80%	11.50%

NAPLAN RESULTS 2018		% 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%	35.90%	19.50%	14.30%
	Reading	40.00%	38.50%	12.50%	12.80%
	Writing	9.80%	13.80%	19.50%	23.40%
	Spelling	22.00%	34.60%	12.20%	13.50%
	Numeracy	17.50%	27.70%	22.50%	14.10%

Student Welfare Policy

The school's Pastoral Care Policy emphasises the importance of the whole school community working together co-operatively to ensure that students and staff are safe within the school environment. The policy outlines the importance of fostering strong self esteem, developing self discipline and concern with the rights of everyone to have a strong and equitable learning environment.

The school views pastoral care as underpinning the development of a school spirit which is welcoming, positive and that which creates a bond between students, staff and parents. It is an expression of the philosophy and vision of the school, reflected in the quality of daily relationships. It embraces all facets of the curriculum and is sustained by the values that respect the dignity of each person and the contribution they make to our school.

No changes were made to the policy during the year.

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

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.

Discipline Policy

The school's Discipline Policy is based on Gospel values of respect and responsibility. It is closely linked to our Pastoral Care Policy and reflects CEDB guidelines and mandatory Child Protection Legislation.

"True development is aided by self-control, which is at the heart of all real discipline. The climate at the school should allow the child to grow in self-discipline rather than conform simply to imposed restraints." Education Manual, Bathurst Diocese.

The school's Discipline Code encourages:

- Recognition of God as Creator and Life Giver.
- Responsibility for own actions and their consequences.
- Christian concern for others.
- Respect for self.
- Respect for life.
- Respect for the property of others.
- Respect for lawful authority.
- The ability to accept correction.
- Honesty and truthfulness.
- Acceptance and Understanding.
- Respect for parental authority.
- Courtesy.
- Obedience to all lawful authority.

No changes were made to the policy during the year.

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 established a *Discrimination, Harassment and Bullying Policy* which is used to guide the school's Anti-Bullying Policy. 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy as part of school compliance requirements. 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 established *Guidelines for the Management of Complaints* which is implemented by our school through the Complaints Policy. 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. Catholic Education Diocese of Bathurst (CEDB) monitors the implementation of this policy. 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

Pastoral responsibility is supported by the school Behaviour Policy and Anti Bullying Policy. The emphasis here is on ensuring that all members of the school community know their rights and responsibilities.

Throughout 2018 students were involved in a range of activities that promote respect and responsibility:

- Catholic School's Week
- Captain's speeches
- School Liturgies and Sacraments
- Open Classrooms
- ANZAC Day March
- Buddy program
- Young Leaders Day
- NAIDOC and Harmony Day
- Students, Parents and Staff contributing to charitable organisations

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 2018

- Student, staff and family attendance and participation in liturgical events
- Classroom routines set in place for explicit teaching of specific skills.
- Students own records of their progress.
- Regular checkpoints by teachers three way interviews with students articulating their learning to parents.
- An increase of students writing abilities as seen through data collection
- Evidence of high quality teaching practice focussed on writing in teachers' programmes
- Common marking criteria or scale being used across Stages, ie: NAPLAN style marking scale.
- Teaching programs - more sharing of ideas among teachers
- PAT maths and NAPLAN results 2018 and beyond
- School reports and grade data - PLT data
- Building completed and opened.
- Increased community engagement/outreach calendar, facebook posts and newsletter

Priority Key Improvements for 2019

- By the end of 2019 all students will have had the opportunity to enrich their faith formation with their family at home.
- By the end of 2019 St Patrick's will have developed and implemented a student wellbeing program from Kinder to Year 6
- By the end of 2019 staff at St Patrick's would have had the opportunity to enrich their personal faith formation.
- By the end of 2019 St Patrick's students in each grade will have achieved growth as shown in school yearly report in writing.
- By the end of 2019 students at St Patrick's will have been given the opportunity, in a variety of ways, to develop the skills and capabilities required to become effective life-long learners.
- By the end of 2019, there will be a growth of our high achieving students in the area of grammar, punctuation and writing
- By the end of 2019 St Patrick's School contemporary open learning spaces will be enhanced by the implementation of a consistent co-teaching model.
- By the end of 2019 St Patrick's school will increase enrolments K through to Year 6.
- By the end of 2019, St Patrick's School will have purchased and implemented the resources that support identified programs in the 2019 AIP.

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

These results are from the Annual School Survey and are scored out of 5

* Catholic Life and Religious Education

Regular prayer and active involvement with Parish community - 4.4

* Learning and Teaching

Well informed about student progress through interviews and reports - 4.1

* Leadership for School Improvement

Establishes and drives a strong improvement agenda - 3.9

* Strategic Resourcing

School buildings are safe and well maintained - 4.0

Student Satisfaction

These results are from the Annual School Survey and are scored out of 5

* Catholic Life and Religious Education

Regular prayer is a feature of the school 4.7

* Learning and Teaching

Our school uses technology to support our learning 4.6

* Student satisfaction

Our school has a plan to support us in our learning and well being 4.3

Our school has a good reputation in the local community 4.1

Our school is well organised with effective communication procedure in place 4.1

Our school shows that we care about our environment 4.1

Classroom teaching resources are adequate and support student learning 4.0

School buildings are well maintained 4.0

School ground and facilities are safe and well maintained 4.0

Teacher Satisfaction

These results are from the Annual School Survey and are scored out of 5

* Catholic Life and Religious Education

Regular prayer and active involvement with Parish community - 4.4

* Learning and Teaching

Well informed about student progress through interviews and reports - 4.3

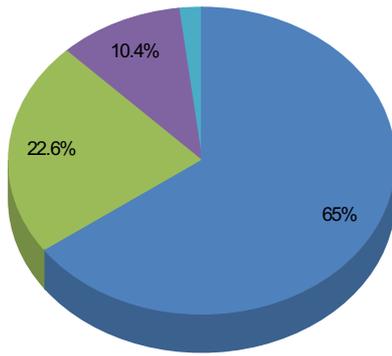
* Leadership for School Improvement

Establishes and drives a strong improvement agenda - 4.1

* Strategic Resourcing

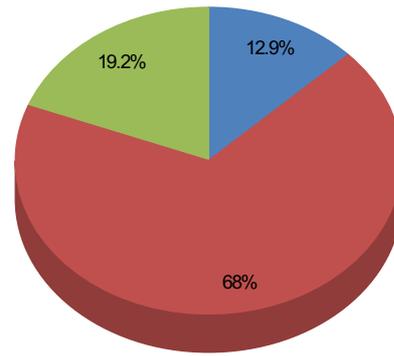
School buildings are safe and well maintained - 4.0

Income



- Commonwealth Recurrent Grants (65%)
- Government Capital Grants (0%)
- State Recurrent Grants (22.6%)
- Fees and Private Income (10.4%)
- Other Capital Income (1.9%)

Expenditure



- Capital Expenditure (12.9%)
- Salaries and Related Expenses (68%)
- Non-Salary Expenses (19.2%)

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.