

Annual School Report  
2013 School Year

St Patrick's Primary School Macksville



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Macksville

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## About This Report

St Patrick's Primary School, Macksville is registered by the Board of Studies (NSW) and managed by the Lismore 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 Parish School Community* for this year provides the parish 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 parish school community information about initiatives and developments of major interest and importance to the parish school community and the achievements arising from the implementation of the school's Strategic Management Plan and Annual Plan.

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

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* will be available on the school's website by 30 June 2014 following its submission to the Board of Studies.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6568 1397 or by visiting the website at <http://moodle.macvplism.catholic.edu.au/>.

## Principal's Message

The primary purpose of St Patrick's Catholic 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 Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the faith and spiritual growth of the students as well as opportunities to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2013. Student work was proudly displayed in classrooms, on school noticeboards, in the school office and on class webpages. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that St Patrick's Primary School has earned as an exemplary school. The following list provides an indication of the school's academic achievements:

- Many of our students participated in the UNSW English and Maths Assessments. A small percentage of students received a Credit or Distinction certificate for achieving high results.
- Children were involved in the Enrichment Program and attended a Lego Robotics Challenge day at Southern Cross University, Coffs Harbour. A second Enrichment Day was held at a local Catholic primary school. This day focused on video editing with groups producing a short promotional piece for the school.
- One child from each class in Years 1 to 6 was awarded an academic excellence certificate at the Annual Awards Presentation ceremony. These children displayed overall excellence in all or most Key Learning Areas of the curriculum.
- Twelve students from Years 4 and 5 were chosen for the QuickSmart Numeracy and Literacy intervention programs. Collectively, the results for all students were outstanding, with all children displaying significant growth in numeracy and literacy.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement:

- All students visited Autumn Lodge Retirement Village, Macksville throughout the year.
- Our school choir and Drum Corps were invited to perform at the Carols by Candlelight events in Macksville. The choir and Drum Corps also performed at the 2013 Nambucca River Festival.
- The school held its Biennial Grandparents' Day concert early in Term 3. More than 800 attended the concert which was held at the Macksville High School stadium.
- All students participated in NAIDOC Week celebrations. All indigenous students took part in a two day NAIDOC Camp at Yarrowarra Cultural Centre.
- All children participated in the Dance Fever program over a ten week period. At the end of the program children in Kindergarten, Year 1 and Year 2 performed a

Showcase for parents, grandparents and others in the school community. Years 3 to 6 participated in a Dance Challenge in Coffs Harbour against five other local Catholic schools.

Students performed well at various sporting events during the year. The following list provides some examples of sporting highlights:

- St Patrick's Swimming and Athletics Carnivals were held during the year. From these carnivals, many children were chosen to represent the school at Zone, Diocesan and State carnivals.
- Netball: Students from Year 6 competed at the Diocesan Netball finals in Lismore in Term 3.
- Touch Football: Two of our students were chosen to participate in the State Catholic Schools Touch Football event in 2013.
- Cross Country: Several children represented the school at Zone and Diocesan levels. One student represented the school at the Polding Cross Country Carnival.
- Rugby League: Students represented the school at the State Primary Rugby League Carnival in Sydney. Two teams of Under 10s and Open division competed at the carnival with one team finishing as runners up.

There were many people who assisted in the school's quest for excellence. 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.

Vin Butler  
Principal

## **A Parent Message**

The Parents and Friends Association meet on the first Monday of each month. Principal, Vin Butler and Assistant Principal, Julie Ryan attend our Parents and Friends meetings and they give us extensive information on future plans and programs to be implemented within our school. The Parents and Friends also plan and offer ideas in regards to fundraising. The Parents and Friends' financial support to the school is greatly appreciated by both the school and our children as they are the ones who largely benefit from our contributions.

This year the Parents and Friends have funded the very popular Dance Fever program and shall continue to fund this in future years. We donated money for the purchase of school bibles and this term we proudly donated \$20,000 to the school; 50% of money needed for the purchase of 70 Microsoft Surface computers and 45 Samsung Galaxy Note tablets. The purchase of these additional devices has now ensured that there is one computer device for each student at St Patrick's. Another favourite with the children this year was the Mother's Day and Father's Day stalls, as well as two very successful family discos.

Thank you to all the current Parents and Friends members and committee for all your wonderful support this year. Thank you to everyone who has supported any of the Parents and Friends fundraisers this year.

Karen Bodycote  
President  
St Patrick's Parents and Friends Association

## **This Catholic School**

St Patrick's Primary School is located in Macksville and is part of the Nambucca Valley Parish which serves the communities of Macksville, Nambucca Heads, Bowraville and Taylors Arm. School families are drawn from the towns and communities of Nambucca Heads, Macksville, Valla Beach, Scotts Head, Stuarts Point, Eungai, Bowraville and Taylors Arm.

Last year the school celebrated 97 years of Catholic education.

The Parish Priest Fr Michael Alcock is involved in the life of the school.

St Patrick's Primary School is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through such activities such as:

- participation in a school-based Sacramental program which includes parish involvement;
- an open invitation to parents and parishioners to join in with the various school Mass celebrations;
- involvement in special events throughout the year;
- involvement in children's liturgy at each Mass on Saturday night in Nambucca Heads and Sunday morning in Macksville;
- support for parish social occasions and other celebrations.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeates school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The purposes of this parish school are centred on *Catholic Education in the Diocese of Lismore, the Foundational Beliefs and Practices – The Essential Framework*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate this statement into all aspects of parish school life. Religious Education is always given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.

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

	K	1	2	3	4	5	6	TOTAL 2013	TOTAL 2012
Male	28	14	27	20	30	17	21	157	150
Female	33	24	22	20	26	28	12	165	165
Indigenous <i>count included in first two rows</i>	3	2	2	3	4	4	1	19	
LBOTE (Language background other than English) <i>count included in first two rows</i>	0	0	0	0	1	1	0	2	

## School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The school continues to work towards developing 21<sup>st</sup> century pedagogy. This pedagogy underpins learning across the school, Kindergarten to Year 6. Our school has an enrichment program which is conducted one day a week. The program focussed on the areas of literacy, numeracy, science and digital media. Targeted children were selected for each area, based on assessment results and other class-based criteria. All students participated in the Bluearth Physical Education program. The program is designed to improve children's fine and gross motor skills. The program has been a great success with almost 100% participation each week.

This year, the school implemented the Bounce Back program as part of the Health and Physical Education curriculum. Bounce Back is a program that teaches children resilience and perseverance. Each Year level has a different focus. The school conducted parent information sessions on the area of Mathematics. A Mathematics consultant worked with the parents in the area of mental arithmetic, assisting parents with strategies to help their children at home.

## **Student Performance in National Testing Programs**

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 40 students presented for the tests while in Year 5 there were 42 students.

In Literacy there were four elements tested. These were reading, writing, spelling, 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. In Year 3, students who achieve Band 3 or higher have achieved above the minimum standard. In Year 5 those students who achieve at Band 5 and higher have achieved above the minimum standard set by government.

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 SMART 2 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

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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	27.9	28.9	18.7	23.7	24.6	21.1	16.3	18.4	9.7	2.6	2.8	5.3
<b>Writing</b>	17.2	8.1	37.0	40.5	23.1	27.0	15.2	13.5	5.5	10.8	2.0	0.0
<b>Spelling</b>	25.3	18.4	24.3	31.6	22.8	21.1	17.6	18.4	5.6	7.9	4.4	2.6
<b>Grammar and Punctuation</b>	30.7	36.8	23.7	18.4	20.7	23.7	14.2	13.2	7.5	7.9	3.2	0.0
<b>Number, Patterns and Algebra</b>	15.3	5.3	17.3	28.9	31.6	42.1	18.5	13.2	12.2	7.9	5.2	2.6
<b>Measurement, Data, Space and Geometry</b>	12.3	10.5	29.5	31.6	22.2	34.2	23.9	13.2	7.7	10.5	4.4	0.0
<b>Numeracy</b>	14.0	10.5	24.8	26.3	28.7	42.1	21.5	15.8	8.3	5.3	2.8	0.0

## Year 5 NAPLAN results in Literacy and Numeracy

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	State	School	State	School	State	School	State	School	State	School
<b>Reading</b>	15.3	17.1	22.1	19.5	28.9	34.1	22.6	17.1	9.4	12.2	1.8	0.0
<b>Writing</b>	7.8	7.3	15.2	19.5	29.7	36.6	32.3	29.3	8.8	2.4	6.3	4.9
<b>Spelling</b>	13.2	5.0	24.7	7.5	27.3	30.0	21.1	40.0	8.1	7.5	5.5	10.0
<b>Grammar and Punctuation</b>	19.0	10.0	23.1	25.0	22.3	25.0	21.8	22.5	9.3	12.5	4.6	5.0
<b>Number, Patterns and Algebra</b>	15.8	2.4	12.9	21.4	24.8	28.6	24.7	23.8	17.0	19.0	4.7	4.8
<b>Measurement, Data, Space and Geometry</b>	13.8	7.1	19.3	14.3	25.7	28.6	24.0	38.1	10.6	0.0	6.7	11.9
<b>Numeracy</b>	14.8	7.1	13.0	4.8	26.4	42.9	25.7	21.4	15.1	14.3	5.1	9.5

As can be seen from the table the percentage of students in the top three bands in Reading and Writing are pleasing compared with State figures. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding of literacy and numeracy. Literacy and numeracy have been a focus for enrichment classes. Children who experienced difficulties in numeracy in Years 4 and 5 were given the opportunity to participate in the QuickSmart intervention program. NAPLAN results will be further analysed to inform and guide the direction for future improvements particularly in the areas of Spelling and Numeracy. The high percentage of students achieving minimum standards, compared to State figures, is testament to the focus on curriculum differentiation strategies implemented and developed over the last few years.

## Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those having formal qualifications from a recognised higher education institution or equivalent.	21
2. Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	1
3. Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	0
4. Teachers with recognised qualifications to teach Religious Education.	16
5. Number of staff identifying as indigenous employed at the school.	3
6. Total number of non- teaching staff employed in the school.	18

All teachers have been involved in professional development activities during the year. These activities are designed to develop the skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole- staff development day professional learning activities in 2013 were:

Staff Development Days	Term	Presenter
IDEAs Framework	1	Professor Alan Morgan
Staff Retreat	2	Leadership Team
Australian Curriculum	2	Principal Assistant Principal & Curriculum Coordinator
Proclaim	2	Chris Lowney & Jude Hennessy
Australian Curriculum	3	Principal Assistant Principal & Curriculum Coordinator

Additionally staff attended either singularly or in groups a range of professional development opportunities including:

- Blueearth training- physical education program involving onsite training;
- Brian Tickle Maths- onsite training for teachers in Years 3 to 6 in mental mathematics;
- Primary Connections- training for science program;
- QuickSmart Literacy training- intervention program for children in Years 4 and 5;
- Edutech National Conference- three-day conference on implementing technology in the classroom;
- Restorative Practice training- behaviour management approach;
- Indigenous Conference- State Conference for Indigenous Education Workers;
- Science workshop- Diocesan workshop for teachers of the new Science curriculum.

The professional learning expenditure has been calculated at \$6805 per staff member. This figure has been calculated by CSO and reflects expenditure on casual release days and professional development activities in particular categories.

### **Teacher Attendance and Retention**

The average teacher attendance figure is 97.38. This figure is provided to the school by the CSO.

**Student Attendance**

School attendance is always high. The Class Roll is marked every day and rolls are checked each term. Unexplained absences are followed up promptly by classroom teachers. Parents are requested to provide a note to the teacher immediately the child returns to school. 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 their leave request.

The average student attendance rate for the school during 2013 was 95%. School 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
	95%	95%	95%	94%	95%	94%	95%

**School Policies**

School policies are reviewed regularly. In 2013 the following policies were reviewed, updated or newly created:

- Head Lice Policy
- Student Attendance Policy
- Anti-Bullying Policy.

**Enrolment Policy**

Every new enrolment at St Patrick’s Primary School, Macksville requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations.

Preference for enrolment is given to children of baptised Catholics. It is a condition of enrolment that all children will participate in class religion lessons and activities, as well as prayer celebrations and school and class Masses.

Children who turn five by 31 July are eligible to apply for enrolment in Kindergarten. Enrolments for Kindergarten children are called for in the year before commencement. Other enrolments are accepted throughout the year if there are vacancies in the classes concerned.

A copy of the enrolment policy is located in the school office or it can be accessed on the school's website. The School Enrolment Policy explains the Parish enrolment guidelines.

Student Welfare Policy, Pastoral Care Policy

Jesus Christ and his teachings are the basis of all we do at St Patrick's School. Christ's teachings therefore should guide 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 school have the right to be treated:

- justly
- respectfully
- fairly.

Discipline Policy

The principles of restorative justice are embedded in the school's Behaviour Management Policy. These principles include acknowledging the inevitability of conflict and hurt in relationships, working towards healing by repairing relationships, and learning and growing from experience. The policy is regularly communicated to all members of the school community. Students, staff and parents have a clear understanding of the expectations articulated through this policy and are supportive of the need to provide a safe and caring learning environment. The policy acknowledges teacher and student rights and responsibilities and is based on the Gospel teachings of love for self and others.

## Complaints and Grievance Policy

At St Patrick's School we are committed to providing a pleasant work environment for all employees and students. We acknowledge, however, that employees, parents and students can sometimes feel aggrieved about something that is happening at St Patrick's School, which appears to be discriminatory or to constitute harassment.

An employee, parent or student can make a complaint about any decision, behaviour, act or omission (whether by the Principal, members of the Executive or other staff/students) that he/she feels is discriminatory or constitutes harassment. There are procedures at school to assist in grievance matters. All policies are available for parents through the school office or by downloading them from our website.

## School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2013 was a very rewarding year. Listed below are a number of goals and priorities that the school focused on during the year. The parish school's main goals and priorities were to:

- increase student performance in all Key Learning Areas;
- provide an enrichment program to enhance student learning;
- develop a whole school plan for Literacy and Numeracy in accordance with the Australian Curriculum;
- develop scope and sequences for all Key Learning Areas in accordance with the Australian Curriculum;
- continue to encourage staff to pursue professional development ;
- continue to have Christ as the source of our strength, commitment, values and direction;
- continue to foster opportunities for faith and spiritual formation of staff, students and families;
- develop consistent and equitable guidelines and expectations of all staff;
- continue the culture of providing quality professional development opportunities for staff and ensure programs are adequately resourced;
- provide further opportunities for parent/family participation in school life.

## Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. The school models and teaches students about respect and responsibility in a number of ways:

- During 2013 students were involved in a range of outreach activities, including visits to the local nursing home where students spent time entertaining and speaking with the elderly residents. Students and staff contribute generously to social justice appeals, including St Vincent de Paul and Caritas. Outstanding citizenship was recognised at the Annual Awards Presentation with awards from the Lions Club and the Nambucca Shire Council.

- The values of respect and responsibility lie at the heart of Catholic schools, and underpin all policies and procedures. Students, teachers and parents are regularly reminded of the school's commitment to these and other school values. In 2013, the school held parent and teacher forums to address these and other values identified by the school community. Respect and responsibility are fundamental to the school's restorative justice program.

### **Parent, Student and Teacher Satisfaction**

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures:

- Parents are always given input into School Board and Parents and Friends meeting agendas, allowing them to raise concerns or seek clarification.
- Student Leaders visit their allocated classes and consult with students about school and class needs. Information is relayed back to the Student Council for action.
- Staff were surveyed as part of an annual review of the National Partnerships Low SES funded project. The survey was directly linked to the Annual Plan. The data indicated that the school was highly successful with a very high level of agreement from all three groups surveyed.
- A survey involving parents and staff was conducted to review the Chaplaincy and Student Welfare Program. Data from the survey provided the school with valuable information that informed the program for 2014.

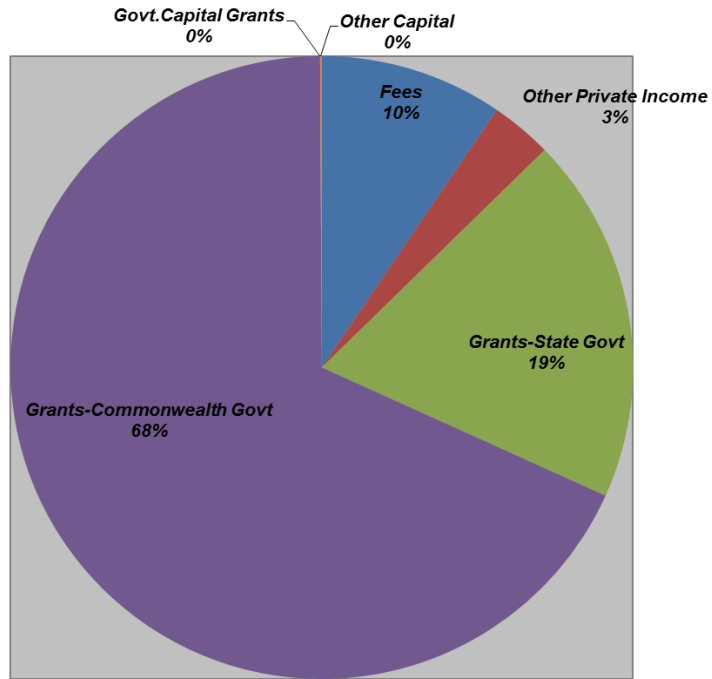
### **Financial Information**

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary 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 2013 is presented below:



**2013 INCOME - St Patrick's Primary School - MACKSVILLE**



**2013 EXPENSE - St Patrick's Primary School - MACKSVILLE**

**Capital Expenditure**

