

Annual School Report 2014 School Year

St Patrick's Primary School



Macksville

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About this report

St Patrick's Primary School, Macksville is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) (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 BOSTES requirements for Registration.

This *Report* complements and is supplementary to school newsletters, year books and other regular communications. The *Report* must be available on the school's website by 30 June 2015 following its submission to the BOSTES.

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/>



1. Messages

1.1 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 quality 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 students 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 2014. 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 involved in the Enrichment Program attended a Lego Robotics Challenge day in Eungai. Children were involved in programming the robots to perform various tasks.
- One child from each class in Years One to Six 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 Four and Five 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 in 2014.

- All students visited Autumn Lodge Retirement Village in 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 2014 Nambucca River Festival.
- All students participated in NAIDOC Week celebrations. Various events were held during the week to celebrate indigenous culture.
- All children participated in the Dance Fever program over a ten week period. At the end of the program children in Kindergarten, Year One and Year Two performed a Showcase for parents, grandparents and others in the school community. Years Three to Six participated in a Dance Challenge in Coffs Harbour against four other local Catholic schools.

Students performed well at various sporting events in 2014. 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 in the Diocesan Netball finals in Lismore in Term 3.
- Touch Football: One of our students was chosen to participate in the State Catholic Schools Touch Football event.
- Rugby League: Several children represented the school at zone and diocesan level. One student represented Polding at the All Schools PSSA 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.

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

1.2 A Parent Message

The Parents and Friends Association (P&F) meets once a month and offers ideas and plans fund raising events. In 2014, the P&F funded the popular Dance Fever Program and will fund a gymnastics program in 2015. The P&F provided funds for the purchase of new musical instruments, books and sporting equipment. We had a mid-year family disco and a huge favourite with the children were the Mother's Day and Father's Day stalls. Our major success this year was our school fete. A small band of dedicated parents made up the Fete Committee and together with the help from all the other volunteers worked to make our school fete a great success. Thank you to the committee and all the P&F members for the wonderful support given in 2014.

Karen Bodycote
President
St Patrick's Parents & Friends Association

2. This Catholic School

2.1 The School Community

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 98 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 activities such as:

- Participation in a school-based Sacramental program which includes Parish involvement.
- Parents and parishioner joining in with the various school Mass celebrations.
- Involvement with special events throughout the year.
- Involvement with 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 permeate 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 aims and direction of our parish school are guided by *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 the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

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

2.2 School Enrolment

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 2014	TOTAL 2013
Male	18	31	15	27	23	30	16	160	157
Female	14	33	27	17	19	24	25	159	165
Indigenous <i>count included in first two rows</i>	2	4	4	2	4	5	5	26	19
LBOTE (Language background other than English) <i>count included in first two rows</i>	0	3	0	0	0	1	1	5	2

2.3 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 term by the principal. The school uses the attendance coding system adopted in all NSW schools. 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 the leave request.

The average student attendance rate for the school during 2014 was 92%. School attendance rates disaggregated by Year group are shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attendance rates by Year group	91	94	95	94	91	92	90

2.4 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.	23
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.	18
5. Number of staff identifying as indigenous employed at the school.	1
6. Total number of non-teaching staff employed at the school.	18

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional 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.

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 97.08%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

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.

The school models and teaches students about respect and responsibility in a number of ways:

- During 2014 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 contributed 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 2014, 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.

2.7 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 P&F meeting agendas, allowing them to raise concerns or seek clarification.
- Student Council processes allow all children to express an opinion. Student Leaders visit their allocated classes and consult with students about school and class needs. Information is relayed back to the Council for action.
- As part of the annual review of National Partnerships Low SES funded project, staff members were surveyed. The survey was directly linked to the school's Annual Plan. The data indicated that the school was highly successful with a very high level of agreement from all those surveyed.
- As part of the school's review into homework procedures and policy, staff, students and parents were surveyed. From the survey responses, the policy was updated to reflect the thoughts of all key stakeholders.

3. Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the Board of Studies and Teaching and Educational Standards (BOSTES) 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 a contemporary pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6. Our school has an enrichment program which is conducted one day a week. In 2014 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. This 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 into 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 reading. The Reading Recovery teacher worked with volunteer parents on the area of helping children read in the classroom and assisting parents with strategies to help their children at home.

3.2 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, 45 students presented for the tests while in Year 5 there were 55 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.

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
Percentage of students in Bands 1 to 6

BAND	6		5		4		3		2		1	
	State	School										
Reading	29.7	17.8	19.6	26.7	22.9	22.2	14.3	15.6	8.5	6.7	4.9	11.1
Writing	11.5	2.2	36.3	22.2	22.5	28.9	19.3	35.6	7.1	11.1	3.3	0.0
Spelling	26.3	8.9	24.5	24.4	22.8	22.2	11.7	15.6	11.2	22.2	3.4	6.7
Grammar and Punctuation	32.5	24.4	22.0	11.1	20.7	28.9	14.0	17.8	7.0	13.3	3.8	4.4
Numeracy	17.7	13.3	24.7	22.2	23.5	24.4	19.7	22.2	11.1	13.3	3.2	4.4
Data, Measurement, Space and Geometry	17.3	13.3	26.0	24.4	19.6	15.6	24.8	31.1	8.9	11.1	3.3	4.4
Number, Patterns and Algebra	17.2	11.1	19.3	17.8	25.4	20.0	22.4	24.4	11.7	22.2	4.1	4.4

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	16.9	17.0	18.3	18.9	25.7	28.3	21.3	13.2	12.4	17.0	5.4	5.7
Writing	5.6	1.9	12.0	3.8	28.3	46.2	36.7	32.7	9.7	9.6	7.8	5.8
Spelling	14.7	5.8	28.1	30.8	25.6	26.9	18.3	19.2	8.1	11.5	5.2	5.8
Grammar and Punctuation	22.7	13.5	21.8	30.8	21.5	25.0	17.4	13.5	10.8	11.5	5.7	5.8
Numeracy	13.8	3.8	14.7	9.4	29.8	37.7	22.9	26.4	13.8	18.9	5.1	3.8
Data, Measurement, Space and Geometry	10.5	1.9	13.0	18.9	29.4	26.4	27.3	32.1	15.0	17.0	4.8	3.8
Number, Patterns and Algebra	17.5	7.5	13.7	9.4	26.1	28.3	17.8	15.1	18.5	34.0	6.5	5.7



As can be seen from the table the percentage of students in the top three bands in Reading for Years 3 and 5 and in Numeracy for Year 3 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.

3.3 Teacher Professional Learning

Whole staff development day professional learning activities in 2014 were:

Staff Professional Learning Activity	Date	Presenter
Words Their Way Spelling	7 th February	Karen Robson, CSO
Staff Retreat	28 th April	School Leadership Team
Australian Curriculum- English	11 th August	School Leadership Team
Australian Curriculum- English	7 th October	School Leadership Team

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

Activity	Staff numbers	Presenter
Peer to Peer Training	4	CSO
STAR Reading Program	3	CSO
Teaching and Learning Conference	5	Hawker Brownlow authors
Science and Technology	3	CSO
English Block	9	Wendy Bean
Technology in the Classroom	18	Myles Thompson
Building Leadership Capacity	2	Dr James White
Autism Workshop	3	Karen Evans

The professional learning expenditure has been calculated at \$7652 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4. School Policies

4.1 Policy Review

School policies are reviewed regularly. The table below lists the school policies and notes any additions, changes or upgrades made during 2014.

Policy name	Status in 2014 (No change, new policy, changes made)	Access to this policy at:
Pastoral Care and Student Management Policy	No change	School website
Enrolment Policy	Updated in 2014	School website
Medication/First Aid Policy	No change	School website
Privacy Policy	No change	School website
Child Protection Policy	Updated in 2014	School website
School Fee Policy	No change	School website
Sunsmart Policy	No change	School website
Assessment and Reporting Policy	Updated in 2014	School website
Anti-Bullying Policy	No change	School website
Visitor and Volunteer Policy	No change	School website
Uniform Policy	No change	School website

4.2 Enrolment Policy

Every new enrolment at St Patrick's Primary School 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 30 June 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.

4.3 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 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 school have the right to be treated:

- justly



- respectfully
- fairly.

4.4 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. The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

4.5 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.

5. School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2014 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:

Catholic Faith and Culture

Enhance opportunities for faith and spiritual formation of staff, students and families.

Maintain and strengthen the Catholic identity of the school.

Implement the Making Jesus Real program as a whole school program & to encourage & empower children to live out the Catholic faith.

Teaching and Learning

Establish a transition program between Year 6 and Year 7 associated high schools.

Implement new programs, resources and organisational structures that will show school-wide improvement in teaching and learning outcomes.

Develop scope and sequences for all Key Learning Areas in accordance with the Australian Curriculum.

Evaluate current assessment and reporting practices and implement 'best practice' strategies.

Provide an enrichment program to enhance student learning.

Organisation and Administration

Align the school to diocesan, state and federal policies and maintain the school's accreditation. To ensure all staff are aware of their roles, responsibilities and rights. To ensure the protection of all school members.

Ensure best practice is occurring in classrooms and that there is an increased use in technology across all Key Learning Areas and that technology is being used mainly as a resource.

Ensure all staff members have the opportunity to participate in the full life of the school.

Relationships

Improve communication between teachers and parents.

Clarify school policies and practices for parents and caregivers.

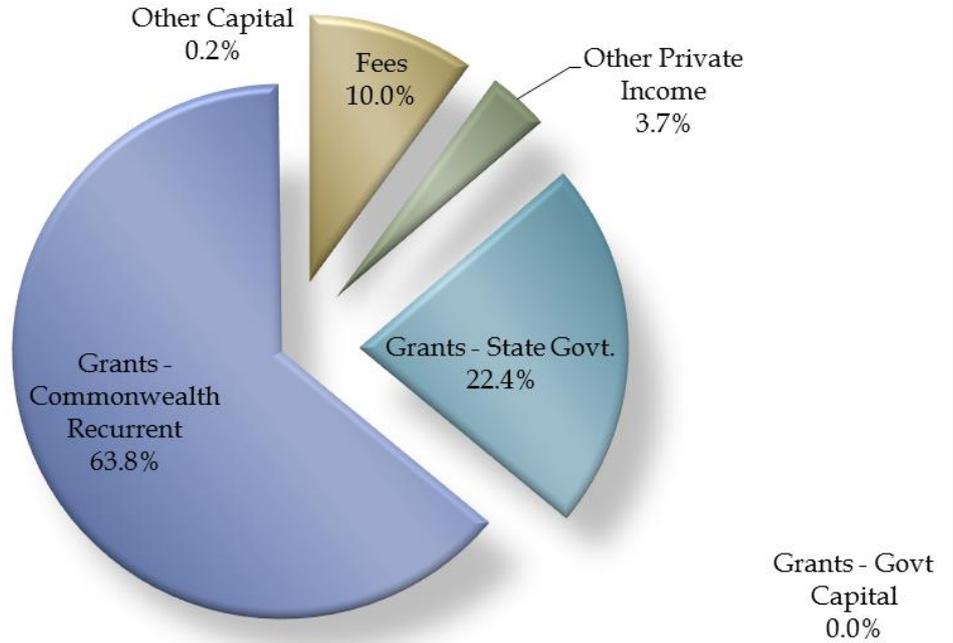
Provide further opportunities for parent/family participation in school life.

6. 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 2014 is presented below:

2014 INCOME - St Patrick's Primary School MACKSVILLE



2014 EXPENSE - St Patrick's Primary School MACKSVILLE

