

Annual School Report 2016 School Year



**St Patrick's Primary School
Macksville**

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About this report

St Patrick's Primary School 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 2017 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>.



1.0 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 2016. 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. In 2016:

- Many of our students participated in the University of NSW English and Maths Assessments. A small percentage of students received a Credit or Distinction certificate for achieving high results. One student received high distinction.
- 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.
- 24 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.
- The school received good news on the Year 6 Religious Education test where two students received a High Distinction, ten students received Distinction and twenty-two received Credit certificates. This was a great result from a cohort of 50 students.

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 2016:

- All students visited Autumn Lodge Retirement Village, Macksville throughout the year.
- Our school choir and Beat Band were invited to perform at the Carols by Candlelight events in Macksville. The choir and Beat Band also performed at the 2016 Nambucca Valley Garden Festival, School Fete and the Nambucca Valley Combined Christian Christmas Concert.
- All students participated in NAIDOC Week celebrations. Various events were held during the week to celebrate indigenous culture.
- Our Indigenous students took part in a local cultural tour of the Scotts Head region where they learnt about the history of the area, bush tucker, local indigenous stories and significant landmarks.
- Indigenous students from St Mary's Primary School, Bowraville worked with St Patrick's students in June and taught them indigenous dance, stories, art and games.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2016:

- 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 three.



- Cricket: One student participated in the NSW Schools Cricket Tournament in 2016 where he captained the Polding Cricket Team.
- Rugby League: Several children represented the school at zone and diocesan level. One student represented Polding at the All Schools NSW Primary Schools Sports Association Carnival. 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.
- Touch Football: One student in Year 6 was selected to represent NSW at the National Primary School Touch Football Championships in Perth, Western Australia in Term three.

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

This year the Parents and Friends Association (P&F) had a relatively quiet year in regards to fundraising, as the focus was the school fete. It was the first fete held at the new school and was considered very successful. This year the Parents and Friends also held a mid-year family disco, which was another huge success and of course the children's favorites: the Mother's Day and Father's Day stalls. We ran the hundred club at the Nambucca Bowling Club and had an end of year Christmas stall. At the beginning of next year the Parents and Friends will hand over funds to the school which will go towards the new after-school and vacation care building, with a storage area for the Parents and Friends. A small band of dedicated parents make up the Parents and Friends Association.

The members of the P&F are an extremely friendly bunch of mothers, fathers and grandparents. Being a member of the P&F is definitely not hard and is very informative and gives great insight into the primary school.

Karen Bodycote
President
Parents and Friends Association

2.0 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 91 years of Catholic education.

The parish priest Fr Shelwin Fernandez 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:

- Participating in a school-based Sacramental program, which includes parish involvement.
- Inviting parents and parishioners to join in with the various school Mass celebrations.
- Being involved with special events throughout the year.



- Having involvement with children's liturgy at each Mass on Saturday night in Nambucca Heads and Sunday morning in Macksville.
- Supporting 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, Foundational Values for Catholic Identity and Mission*. 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 2016	TOTAL 2015
Male	14	31	14	32	16	26	23	156	171
Female	16	25	13	31	27	17	23	152	155
Indigenous <i>count included in first two rows</i>	3	6	1	3	5	1	4	23	24
EALD (Language background other than English) <i>count included in first two rows</i>	1	0	0	2	0	1	0	4	5

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 week by the assistant principal. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, SMS message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations the 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 2016 is shown in the following table.

	Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	96%	94%	94%	93%	94%	94%	93%	94%

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.	22
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.	19
5.	Number of staff identifying as Indigenous employed at the school.	1
6.	Total number of non-teaching staff employed at the school.	17

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 96%. 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 2016 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 Country Women's Association, St Vincent de Paul 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 2016, 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.



- In 2016 the school participated in the School Review and Improvement (SRI) process supervised and supported by the Catholic Schools Office. SRI offers the school the opportunity to review all aspects of school life and plan ahead for the next 5 years. During SRI a number of staff, parent and student surveys and open meetings were conducted to gauge the opinion of all members of the school community.
- Parents are always given input into School Advisory Council and Parents and Friends meeting agendas, allowing them to raise concerns or seek clarification.
- . School Parliament Ministers and other parliamentary staff meet once a week to discuss bills presented. These are then passed on to the Senate (Staff members) before being presented to the Governor General (Principal). Electoral Officers visit their allocated classes and consult with students about school and class needs. Information is relayed back to the Parliament for action.
- In 2016, the school instigated the Insight SRC Survey process which surveyed staff, students and parents with the focus being on school improvement. 60 randomly chosen parents and 50 randomly chosen Year 5 and 6 students are chosen to take part in the survey. Data received from the survey process is a tool to assist with improvement measures in the school.

3.0 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 21st century pedagogy. This pedagogy will underpin learning across the school, Kindergarten to Year 6. The school conducted parent information sessions in the areas of mathematics, writing, anti-bullying and cyber-safety. 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, 66 students presented for the tests while in Year 5 there were 43 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 has 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	28.1	25.4	23.7	20.6	19.0	20.6	17.1	15.9	8.9	12.7	3.1	4.8
Writing	16.6	9.4	37.5	50.0	26.7	20.3	13.1	20.3	4.8	0.0	1.2	0.0
Spelling	27.4	15.6	27.0	28.1	21.7	32.8	11.5	14.1	9.2	9.4	3.1	0.0
Grammar and Punctuation	34.6	31.3	18.3	20.3	19.0	23.4	20.2	15.6	4.8	1.6	3.0	7.8
Numeracy	19.7	11.1	19.0	22.2	22.3	22.2	24.5	30.2	11.4	12.7	3.1	1.6

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	15.4	7.1	23.2	19.0	23.7	26.2	18.8	28.6	12.9	11.9	6.0	7.1
Writing	5.2	0.0	13.5	4.9	31.3	34.1	33.7	36.6	11.1	17.1	5.3	7.3
Spelling	15.5	2.4	17.7	21.4	30.4	26.2	21.8	26.2	9.2	14.3	5.4	9.5
Grammar and Punctuation	20.9	7.1	19.9	26.2	23.4	21.4	20.4	23.8	11.4	19.0	4.0	2.4
Numeracy	15.5	7.1	15.0	14.3	26.6	31.0	25.8	31.0	12.9	14.3	4.3	2.4

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

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.

Whole staff development day professional learning activities in 2016 were:

Staff Professional Learning Activity	Date	Presenter
Australian Curriculum - Mathematics	8 th April	Leadership Team
Catholic Worldview	18 th July	Leadership Team
School Review & Improvement	5 th August	Leadership Team
Positive Behaviour Support	25 th November	Leadership Team

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

Activity	Staff numbers	Presenter
Formative Assessment	5	Dylan William
Cycles of Improvement	7	CSO Staff
Professional Learning Teams	20	Colin Sloper
ICT	10	Bev Babbage & School Leadership
Non Violence Crisis Intervention	10	CSO Staff
Twilight Retreat	13	Fr Richard Leonard
Mathematics	8	Anita Chin

The professional learning expenditure has been calculated at \$7438 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.

4.0 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 2016.

Policy name	Status in 2016 (No change, new policy, changes made)	Access this policy at:
Behaviour Policy	Changes made	School website
Anti-Bullying Policy	Changes made	School website
Emergency Evacuation Policy	Changes made	School website
Digital Technologies & Devices Policy	New Policy	School website
Lockdown Policy	Changes made	School website
WHS Policy	Changes made	School website
Medication/First Aid	Changes made	School website
Procurement Policy	New policy	School website
Purchasing Policy	New Policy	School website
Sick Bay Policy	Changes made	School website
Student Attendance	Changes made	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 Pastoral Care Policy/Student Welfare

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 mission (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.

5.0 School Determined Improvement Targets

Each year the school develops an Annual Plan drawn from the five-year Strategic Plan. 2016 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:

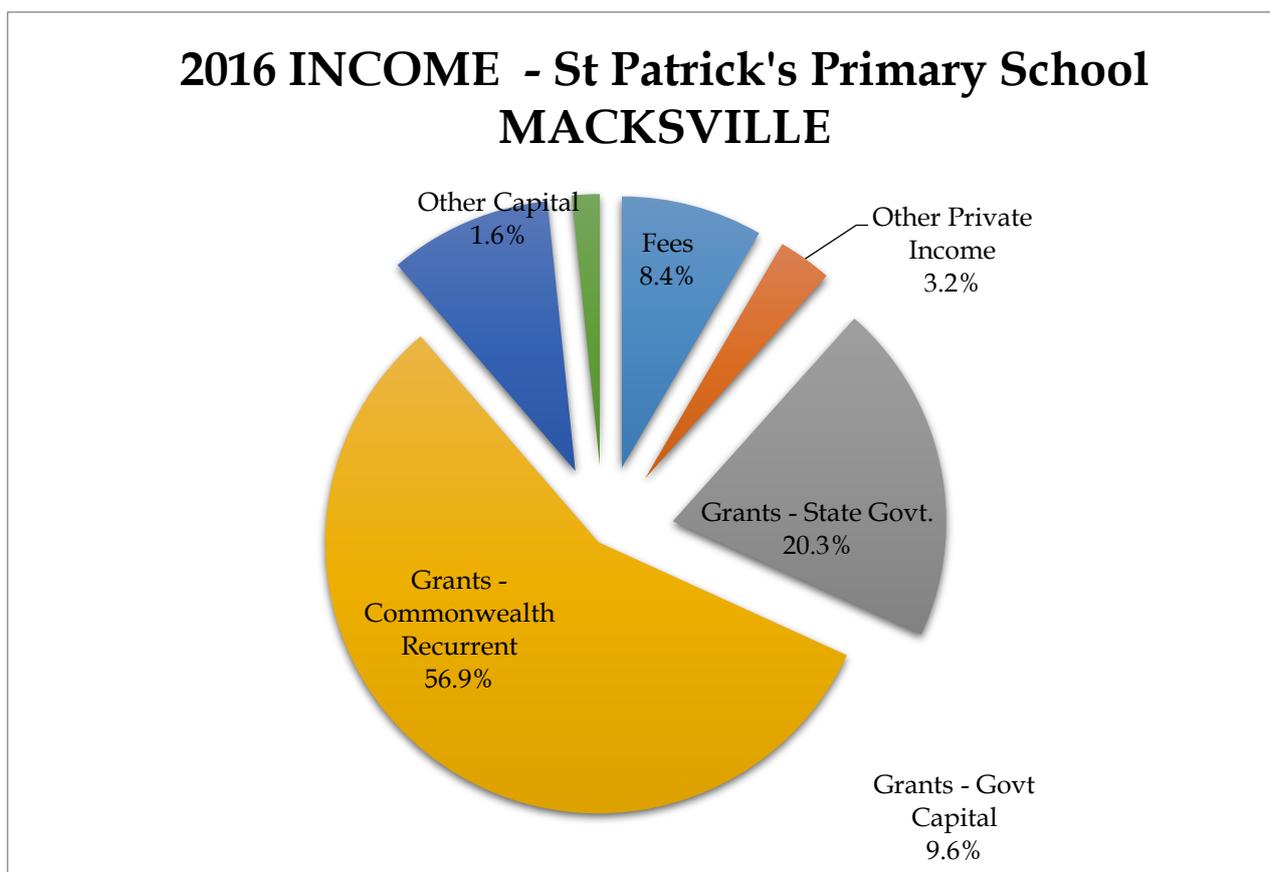


Catholic Identity and Mission
Review prayer life of the school
Review the programs that promote the understanding of our Catholic faith (with students, staff and parents)
Organisation and Co Leadership
Investigate and establish sustainable ways of having low environmental impact and create an eco-friendly culture within the new school
Teaching and Learning
Develop and embed an agreed whole school approach to the teaching of Mathematics
Develop best practice in order to meet the individual learning needs of students across all key learning areas
Community and Relationships
Build positive relationships within the school community

6.0 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 2016 is presented below:



2016 EXPENSE - St Patrick's Primary School MACKSVILLE

