

St PATRICK'S SCHOOL
LITHGOW

Annual School Educational and Financial Report
2013

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ABOUT THIS REPORT

St. Patrick's School, Lithgow is registered by the Board of Studies (NSW) and is part of a system of schools managed by the Catholic Education Office (CEO), Bathurst. The CEO, Bathurst is the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Educational and Financial Report for this year provides the school community with reliable and objective information about school performance measures and policies, as determined by the Minister for Education (NSW) in conjunction with requirements of the Minister for Education, Employment and Workplace Relations.

This Report also outlines information about initiatives and developments of major interest and importance to the school community during the year, and the achievements arising from the implementation of the school's Annual Improvement Plan.

Accordingly, this Report demonstrates accountability to the school community and the CEO, Bathurst.

This Report complements and is supplementary to school newsletters, yearbooks and other regular communications. This report will be available on the school and CEO websites by 30 June 2014 following its submission to the Board of Studies.

Further information about the school or this report may be obtained by contacting the school on 0263513719 or by visiting the website at stpatslithgow@bth.catholic.edu.au

PRINCIPAL'S MESSAGE

Dear Parents and Carers,

It is with pleasure that I provide for you, our 2013 Annual School Report. This report includes information about our school's activities and performance over the past year and outlines our future goals. It demonstrates accountability to the Catholic Education Office Bathurst, to the N.S.W. Board of Studies, to parents and the wider community.

The Sisters of St. Joseph established St. Patrick's and our motto is "Charity and Truth". Religious Education is given top priority at our school and we thank Fr Owen Gibbons and Sr. Anne Houston RSJ for providing religious direction and pastoral support to our school and Parish.

Our school is blessed with a staff of hardworking, dedicated professionals who deeply care for children. These dedicated and qualified people make a concerted effort to assist all students to discover and nurture their gifts and talents, ensuring curriculum and extra curriculum activities meet the needs of the student body. The school continues to build on its strong tradition of educating the whole child, and we believe strongly in inclusive education. We also provide many enriching academic, cultural and sporting opportunities encouraging every child to give of their best. The charism of Mary MacKillop, who began the Josephite Sisters, permeates each day as we try to live our Mission Statement of "Never see a need without trying to do something about it." We have high expectations for all students and are proud of their academic achievements. Effort and achievement are valued as are the development of strong personal qualities such as respect, honesty and generosity. The school is noted for the attention given to pastoral care by staff and student welfare is a major school priority.

The year 2013, had as its main focus, School Improvement and Teaching Pedagogy.

Staff have continued the professional dialogue and opportunity for change, brought about by the use of the 'Quality Catholic Education' Framework, introduced by the Catholic Education Office in Bathurst. This document is the key driver of all aspects of improvement in our school.

Our Staff and Sacramental Team once again ensured that children and parents were ably supported in the faith development of their children and we deeply value the work done by Mrs Stoneley (REC First Semester), Mrs.Rizzo (REC Second Semester) Sr Anne, Fr

Owen, and teachers for bringing it all together so successfully. Overall, we have a very happy, tolerant and harmonious school community and there is a real emphasis on making Jesus a visible presence in the everyday interactions by students and staff.

School resources and facilities improved during 2013. This included upgrades to plant and equipment, and a range of minor ground and classrooms improvements were initiated.

The Parents and Friends association paid for the purchase of laptops for each classroom to run the Interactive White Boards replacing the Apple computers which have been amalgamated into Computer Lab. This consolidation has allowed the appointment of a two day a week computer specialist teacher to work with the Year 2-6 students on a timetabled basis. During the year we were lucky enough to become a pilot school for the Samsung Chromebooks. Stage Three students were given 35 units which were constantly employed in a wide range of cross- curriculum activities and allowed 24 access by students their work. Both staff and student proficiency rose immensely and Professional development for staff was very much hands-on and there is an increased emphasis on technological resources to ensure students can become competent and critical users of a range of digital devices and programs.

2013 has been marked by many highlights and marvellous achievements. Many are recorded in this Report but a fuller account can be found in our weekly newsletter located on our school website.

In closing I acknowledge the marvellous legacy I inherited from the previous principal Mrs Pam Haddin.

May God bless you and keep you in the Palm of his hand

Robert Keady

Principal

PARISH PRIEST'S MESSAGE

Reflecting on St Patrick's School year for its 2013 Annual Report, I happily congratulate the staff and students on a great year. The liturgical, academic, cultural, and sporting achievements have been commendable under the helm of our new principal, Mr Robert Keady.

Particularly pleasing for me to see is the wonderful spirit of prayer, and christian concern that is evident in the classroom, on the playground and in liturgies in St. Patrick's Church, highlighted in our "Face of Christ" and Diocesan Scripture Art exhibitions.

We congratulate those children who received the Sacraments of Reconciliation, First Eucharist, and Confirmation this year; wonderful steps in their faith journeys.

I look forward to 2014 with its opportunity for all to grow in love in faith and love, in wisdom and knowledge.

God bless our staff, students and families, particularly for the up coming Christmas holidays.
Fr Owen.

Parish Priest.

St Patrick's Parish

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MESSAGE FROM PARENTS and FRIENDS ASSOCIATION OR PARENT REPRESENTATIVE BODY

St Patrick's P & F Association Report 2013

The P & F Association began 2013 with a donation of \$900 towards Jolly Phonics resources for our school. This was followed by the purchase of \$300 worth of digital cameras for our school community to make use of.

Our first major fundraiser for the year was our walk-a-thon which is always an enjoyable event for all concerned and raised \$7,600. Around this time the P & F Association contributed \$17,000 towards computers that had been purchased for the school and its students. This donation was one of the largest single donations we had ever pledged and was only possible due to the strong start we had made to the year financially.

In May, we ran our annual Mother's Day stall and were delighted to have raised \$1,736 as well as providing the children with an opportunity to spoil their Mum's, which they all seemed to enjoy. We were pleasantly surprised by the numbers of volunteers who helped man the stall. May also saw us purchase some tarpaulins that the teachers had requested.

June saw the P&F presented with an opportunity to provide an environmentally friendly lunch bag option that reduces the amount of paper bags being used for lunch orders through the canteen. Sticky Beaks lunch bags raised \$470 in the first round of orders which lead the P& F to purchase a further \$300 worth of these bags which were provided to the uniform shop to sell on an ongoing basis.

Our Father's Day stall went off without a hitch and raised \$700 with plenty of suitably masculine gifts on offer for the children to purchase.

In a departure from the usual timing for our annual school fete which we have always held as close to St Patrick's Day in March as we can, we decided to try something new and organised a twilight fete in September on the last day of Term 3. This fete had the potential to be our best ever but rain played havoc with this event. Despite the poor weather, \$6,400 was still raised to benefit our school, which the fete committee were delighted with.

During October, the P & F Association paid \$605 towards a bus to transport our talented Eisteddfod performers to their competition in Bathurst. We also purchased \$240 worth of trestle tables which were very much needed and will be well used.

The P & F Association finished the year off by helping organise a family Christmas Carols evening in December. As our chocolate wheel for the fete did not end up being held, we ran this fundraiser at the carols event and raised \$650. We also provided some much needed cash flow to the uniform shop by way of an \$8000 loan. This has enabled our uniform shop volunteers to replenish stocks and overhaul the way this service runs so that it can continue to provide cost effective uniforms to our parents to assist them in complying with our school uniform policy.

The P & F Association are proud of their work and what they have been able to achieve in 2013 and would like to acknowledge the many volunteers who made all the above mentioned events possible.

Cassandra Yates

President

St Patrick's P & F Association

CATHOLIC IDENTITY

SCHOOL VISION STATEMENT

We believe that all children in our school should be given the opportunity to succeed and reach their full potential.

In an atmosphere of love and concern, the whole person will be developed SPIRITUALLY, MORALLY, SOCIALLY, ACADEMICALLY, PHYSICALLY AND EMOTIONALLY.

We believe that each child who is immersed in a faith-filled Christian community will develop as an integrated person, striving for excellence, growing in relationship with God and having respect for self and others.

We will endeavour to provide them with the necessary skills and knowledge and to develop in them a lifelong love of learning, thus enabling them to take their place as fulfilled and enriched Christian members of our Australian society.

MISSION STATEMENT

We live by the words of Blessed Mary MacKillop, the founder of our school: "Never see a need without trying to do something about it".

An important part of our daily routine at St Patrick's School is prayer and liturgy. We start each day with the prayer to Mary MacKillop and as a community we use prayer to develop a relationship with God and to help us through difficult times and to celebrate our joys. Our students attend Mass regularly and also have the opportunity to participate in Reconciliation and class liturgies throughout each term. A highlight each year is Mary MacKillop's feast day which we celebrate with Mass, a special lunch and sports activities. Other celebrations include our beginning of the year Mass during which our captains and staff are commissioned, St Patrick's and St Joseph's Feast Days, Catholic Schools Week, Easter Liturgies, Church Feast days i.e. Pentecost, All Saints and the end of year Mass which brings our school year to its conclusion. Children also said The Rosary during the month of May and there was a continued strong attendance of members at meetings of St. Patrick's Junior Josephite Associates.

As a Catholic Primary School we are committed to helping our pupils to learn about and live our faith. This is a challenge as increasingly our society is devaluing the need for religious instruction. With around twenty percent of our students being non-Catholic our challenge is increased. However, all receive the same spiritual education with the exception of receiving the sacraments and we have the same expectations of each family – that they fully support

the Catholic ethos and Religious Education Programme of the school. Happily, this is the case and we have a very harmonious and tolerant school community.

Our Religious Education Programme is given a high priority by all staff. R.E. is the first lesson of the day and gospel values permeate across the curriculum. Year 6 students participated in the NSW Religious Education Test and received excellent results, indicating a very sound knowledge of the teachings of the Church. Throughout the year we encourage our students to develop their social conscience by supporting those less fortunate. We supported Project Compassion, took part on the Parish Pyjama Day to aid the St. Vincent De Paul Big winter sleepout appeal for the homeless. As a staff we sponsored a child in a third world country and donated to the St Vincent de Paul Christmas Appeal.

In Term Four the Year Five students participated in a leadership/retreat day to help them better understand what would be expected of them as school leaders the following year. The day culminated with them voting for School and House Captains. Year Six students attended a retreat day led by Chris Doyle and the Year Six students from St Joseph's Portland joined us on the day.

Our Pastoral Care and Discipline policies are very closely linked because we firmly believe that you cannot have one without the other. The Personal Development programme for senior students was conducted in term four and is always viewed from the Catholic perspective.

The Sacramental Programme at St Patrick's is very much a team effort shared between teachers, parents, the clergy and the Parish. Parish activities are co-ordinated by Sr Anne Houston along with Fr Owen and Mrs Rizzo our REC. The program is run through the school and Parish with teachers and parents playing a major role in this important preparation. Reconciliation and First Eucharist preparation and reception were well attended and the masses and liturgies were very special family celebrations. The Sacrament of Confirmation was administered by Bishop Michael McKenna to the Year 6 candidates.

SCHOOL FEATURES

St Patrick's is a Parish school, proudly serving the Lithgow Community. Our mission is to bring quality Catholic education and outstanding pastoral care to the children and families of our unique city. We are a K-6 Primary School with two streams in each grade. Our school is situated on the Western slopes of the Blue Mountains and we enjoy a temperate climate in Summer and a rather cool temperature range in Winter. We are located in the centre of town and are easily accessed from all areas of the city and surrounding villages. In 2013, 366

students were enrolled.

Overall we have very support parents, wonderful students who are very well behaved, courteous and mindful of the needs of others. The school provides a rich mix of curriculum based and extra- curriculum programs both cultural and sporting.

Our Kindergarten students felt the benefits of a thorough orientation programme and settled in well to their new 'big 'school.'" Similarly, Year Six students attended a transition to high school programme at La Salle Academy. All programmes have been highly successful and will continue in the future. All students participated in Music and Computers during teacher release. They also had the opportunity to join the school band, choir and 'Lunch' Club. Our annual chess competition always draws a big crowd and 2013 was no exception! Our school competed in the Bathurst Eisteddfod and enjoyed outstanding success in the choral and band and percussion sections. We are very blessed to have the expertise of Mrs Kate Scott and Mrs Edgell our music teachers who together keep music 'alive' at St. Pat's. By providing a variety of curriculum and extra-curricular activities for our children we hope that it will help them to discover and develop their own gifts and talents.

Students requiring specialist support were able to access the 'Wiradjuri' Room" – which provides respite for students when the classroom becomes too much for them. The Library and 'Lunch Club,' also provide a break for children from the demands of the playground. These respite times have proved invaluable for our students who are on the Autism Spectrum and for children who have ADHD / emotional problems.

In 2013, staff continued to use the teaching strategies of Reading to Learn in Literacy classes and access Multilit and MiniLit for struggling students in the early years. Kindergarten teachers use Jolly Phonics as the basis of their reading instruction and higher grades have been in-serviced in Jolly Grammar. These programmes are all Literacy based and provide many benefits . CEO sponsored DIBELS testing of all students in Literacy areas identifies the literacy levels a student is working at and the teacher then designs instruction to build on this base. This year four staff members were trained to provide small group intensive mathematical instruction using a very effective program called "QuickSmart." Initial results are outstanding and this program will be expanded in 2014.

ENROLMENT POLICIES AND PROFILES

St Patrick's School is situated in the town of Lithgow, NSW approximately two hours west of Sydney. The Sisters of St Joseph started the school in 1880. To be considered for enrolment at St Patrick's School, children must turn 5 by 30th June, in the year of enrolment. Parents must provide a copy the Birth Certificate with the application and students must be enrolled in the name on their birth certificate or the name supported by other appropriate documentation.

Priority is given to:

- 1) Catholic children.
- 2) Non- Catholic children whose brothers and /or sisters are presently enrolled at the school.
- 3) Children who are enrolled at a Catholic School in another Parish.
- 4) Non-Catholic children whose parents are prepared to support the Catholic ethos of the school and allow their children to take part in all Religious activities.

Enrolment of children with special needs is considered after consultation with the CEO, parents and other personnel and organisations already involved in the child's education and welfare. Enrolment depends on our school being able to meet the specific needs of the child.

Parents contact the school and request an enrolment pack and book-in for an interview with the principal to discuss the enrolment request, view the school and table any questions, concerns and special needs. Interviews begin in June each year for children eligible to start Kindergarten the following year. Enrolment in other classes depends on class numbers at any given time. Classes sizes vary from year to year. A copy of the enrolment policy is available from the school office and there were no changes made to the enrolment policy during 2013.

In 2013 class numbers were as follows: K - 52, Year 1 - 57, Year 2 - 56, Year 3 - 45, Year 4 – 52, Year 5 - 55, Year 6 – 49. Of these 366 students, 12 students were recognised as having a disability. The majority of Year Six students progressed to La Salle Academy for Year 7. The gender balance for 2013 was 180 girls and 186 boys enrolled.

24 Indigenous students attended St Patrick's in 2013. 9 students have a Language other than English. 67% of the students are Catholic.

Attendance Rates

STUDENT ATTENDANCE AND RETENTION

The average student attendance rate during 2013 was 93.69%

This percentage was calculated for 20 school weeks at the end of Term 2 and lodged with DEEWR.

Year Group

Year Group	Attendance Rate
1	94.40
2	94.25
3	93.38
4	93.70
5	93.56
6	92.62
Whole School	93.69

Managing Non-Attendance

Our school follows the CEO Attendance Policy and requirements under the State Attendance Act and the school policy outlines the procedures which will be followed if children are not attending school on a regular basis. Guidelines for responding to habitual unexplained non attendance at school outline a 5 step process which begins with a phone call to parents, a follow up letter and a referral to the school counsellor / pastoral care co-ordinator.

Step five of the process involves the parents receiving a letter from the Director of Education in the Bathurst Diocese advising that the CEO has reported non attendance to DEC (Department of Education and Communities) and CS (Community Services).

A full copy of this Policy is available at the school.

SCHOOL CURRICULUM

The curriculum at St Patrick's School is made up of six Key Learning Areas determined by the Board of Studies – English, Mathematics, H.S.I.E., Science and Technology, P.D.H.P.E. and the Creative Arts. Because we are a Catholic School Religious Education is also given the priority of a Key Learning Area. All programming is based on Board of Studies documents and school based

Scope and Sequence Outlines. Assessment and the use of data to inform teaching practice and validate learning is being emphasised.

Music is important to the community and so there are two specialist teachers for Music/Dance/Drama and children also have the opportunity to join the School Band, School Choir, and participate in Eisteddfods. Private music lessons are available at the school through the Bathurst Conservatorium of Music.

There are many opportunities to play a range of school and inter-school sports throughout the year at school carnivals, school based interest sports, coaching from a number of professional sport development officers as well as Diocesan and Regional representative sports. During 2013 over twenty students represented Polding Region in Swimming, Athletics, Cross Country, Rugby League, Tennis, Basketball and Hockey. We made the state finals in Futsal.

The learning support team at St Patrick's School caters for a variety of specialist needs and consisted of a three day a week employed teacher and seven teacher's aides working with Kindergarten students, funded integration programs, literacy support through MiniLit and MultiLit and one aide worked with our indigenous children. The team works in the classroom, and on individual and small group programmes for children after consultation with teachers and parents. The school works closely with the CEO, Dalwood Assessment Centre, Royal Far West Manly, speech therapists and counsellors from Lithgow Community Health Centre and Centacare.

Increasing use is being made with electronic devices such as laptops, iPads, Chromebooks and the Interactive Whiteboards. This year a teacher was employed to provide lessons to students from Years 2-6 using computers as part of the teacher release.

STUDENT PERFORMANCE IN NATIONAL ASSESSMENT PROGRAM IN LITERACY AND NUMERACY (NAPLAN)

Literacy and Numeracy

Students in Years 3, 5, 7 and 9 around Australia sat the NAPLAN Tests in May 2013. Individual student reports were provided in September 2013.

Growth

Year 5 (All 53 students have improved 40 scale scores from the 2012 data and are 38 scale scores above the state average in the test aspect of Grammar and Punctuation.

Year 5 boys are 21 scale scores above the state average for Grammar and Punctuation.

Areas for Investigation

Year 3 (Boys -29 students) are 44 scale scores below the state average in Writing.

Year 5 (Girls-29) are 15 scale scores below the state average growth in the test aspect of Numeracy.

Band Distribution (%) - YEAR 3

	Band	1	2	3	4	5	6	%at/above National Minimum
Reading	School	4.5	9.7	16.3	24.6	9.1	25.0	95%
	Diocese	2.4	7.2	17.4	24.8	21.0	27.1	97%
	State	2.8	11.4	13.6	36.4	18.7	27.9	97%
Writing	School	4.5	9.1	25.0	36.4	22.7	2.3	95%
	Diocese	0.7	5.1	15.9	27.1	39.3	11.8	99%
	State	2.0	5.5	15.2	23.1	37.0	17.2	98%
Spelling	School	6.8	9.1	22.7	27.3	18.2	15.9	93%
	Diocese	2.7	5.6	20.0	26.5	24.3	20.9	97%
	State	4.4	5.6	17.6	22.8	24.3	25.3	95%
Grammar & Punctuation	School	2.3	9.1	13.6	31.8	15.9	27.3	97%
	Diocese	1.9	7.1	14.2	22.3	26.5	28.1	98%
	State	3.2	7.5	14.2	20.7	23.7	30.7	96%
Numeracy	School	2.3	9.1	13.6	43.2	29.5	2.3	97%
	Diocese	1.0	5.8	19.4	32.6	31.0	10.3	99%
	State	2.8	8.3	21.5	28.7	24.8	14.0	97%

Band Distribution (%) - YEAR 5

	Band	3	4	5	6	7	8	%at/above National Minimum
Reading	School	0.0	5.7	7.5	37.7	39.6	9.4	100%
	Diocese	0.9	7.5	22.5	32.0	24.6	12.5	99%
	State	1.8	9.4	22.6	28.9	22.1	15.3	98%
Writing	School	7.5	9.4	37.7	22.6	20.8	1.9	94%
	Diocese	2.7	8.5	35.2	32.1	15.9	5.7	97%
	State	6.3	8.8	32.3	29.7	15.2	7.8	94%
Spelling	School	5.7	9.4	20.8	30.2	22.6	11.3	94%
	Diocese	3.7	7.0	32.9	23.2	8.0	0	96%
	State	5.5	8.1	21.1	27.3	24.7	13.2	94%
Grammar & Punctuation	School	0.0	1.9	15.1	18.9	43.4	20.8	100%
	Diocese	2.9	7.1	22.9	23.3	25.2	18.6	97%
	State	4.6	9.3	21.8	22.3	23.1	19.0	95%
Numeracy	School	1.9	11.3	32.1	45.3	7.5	1.9	98%
	Diocese	2.3	12.1	30.0	32.0	14.7	8.9	97%
	State	5.1	15.1	25.7	26.4	13.0	14.8	95%

The above percentages are pleasing especially in the combined areas of writing - including spelling, Grammar and Punctuation, where staff have made a concerted effort K-6 to improve outcomes for all students.

PROFESSIONAL LEARNING AND TEACHER STANDARDS

Professional learning

Teachers were involved in the following professional learning activities in 2013:

The Kindergarten aides and Aboriginal Education Worker (AEW) were inserviced in the PreLit Literacy intervention program. Several staff members were involved in the Bathurst CEO's HUB and Spoke program for the implementation of the new NSW English Curriculum.

Our Computer Teacher attended an ICT Coordinators meeting and the AP attended the diocesan Support Teachers Meeting.

Five staff members attended Reading to Learn refresher courses and seven staff members attended a PETAA course about creating Literacy rich classroom environments.

Two teachers attended the Christmas Story Art inservice ran by the Bathurst CEO, in preparation for senior students to enter a diocesan art competition.

The Principal, AEW and two teachers were trained in the Quicksmart program.

Two Stage 3 teachers attended an iPad in the classrooms workshop and the AP, REC and Office Staff were inserviced at a Sharecloud course run by Vickie Vance.

The Principal and AP attended a two day Hawker-Brownlow course and the whole staff attended the Contemporary Learning Conference - both organised by the Bathurst CEO.

The staff attended two twilight staff meetings - one meeting was run by Lorraine Short from the CEO, focusing on Spelling; and another that focused on the new English curriculum.

The staff were also provided with the opportunity to update their CPR at an afternoon staff meeting.

Several staff members, including the Principal and AP, attending PETTA Workshops for the implementation of the new English curriculum. Two staff members attended a Mathematics course for the implementation of the new English curriculum.

Staff Development days in Term 2 focussed on behaviour and strategies to combat bullying and in Term 3 on staff spiritual development.

Teacher Standards

The NSW government requires that this report detail the number of teachers in each of the following

categories:

Teacher Qualifications

Teacher Qualifications	Number of Teachers
1.Those having teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines	21
2. Those having qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications	0
3. Those not having qualifications as described in 1 or 2 but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed: - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.	0

Teacher Attendance and Retention Rates

Teacher Attendance	98%
Teacher Retention	100%

WORKFORCE COMPOSITION

	Male	Female	Male Indigenous	Female Indigenous
Principal	1			
Assistant Principal		1		
Teachers/Coordinator	1	18		
Teacher Assistants		7		
Librarians		1		
Ancillary Staff	1	2		

Workforce Composition

We are privileged to have staff that is both very experienced and fully qualified. The Executive consists of a non-teaching Principal, Assistant Principal and Religious Education Coordinator both

teaching three days a week. The teacher librarian has two days on class. There are eleven full time class teachers, one is male and ten female. Three classes have job share teachers, two of whom provide face to face release across the staff as well as the two part time Music teachers and computer teacher. The majority of staff has been teaching for at least 12 years.

The seven part time teacher aides employed as Special Needs aides, Kindergarten aides and providing literacy instruction. There are two part time office secretaries and a school employed groundsman plus three part time cleaners.

SCHOOL POLICIES: STUDENT WELFARE, DISCIPLINE, COMPLAINTS and GRIEVANCES

Student Welfare Policy

Our Pastoral Care Policy was developed by staff and reviewed in 2010. Pastoral Care expresses the ethos and philosophy of the school. It embraces the whole life of the school and is achieved through co-operation with parents, church and community. Good pastoral care is reciprocal, fosters growth, and realises the potential of each person.

We, as a staff believe that Pastoral Care:

- * Is for everyone - students, staff, and parents.
- * Must be planned but permeate every phase of the school day.
- * Fosters self-esteem and helps to develop self- discipline.
- * Is concerned for those with special needs.
- * Recognizes our duty of care towards all people at St. Patrick's School.
- * Is not problem centred. It is a positive response and affirms all students.
- * Helps to create and implement structures that will enhance the long term development of the school's pastoral care climate e.g. interest groups, assemblies, Masses, personal development programmes, self esteem programmes, anti-bullying programmes.

During 2012, staff worked closely with the CEO reviewed and revised the Student Wellbeing Policy. Parents, staff and students were surveyed using the Peer Relations Assessment Questionnaires to ascertain community perception regarding bullying in our school. The survey results compiled and released to the community in June 2013 were most affirming for staff because they indicate clearly that parents, and students believe the school staff are doing an excellent job of confronting bullying and take seriously their obligation to provide a safe and caring school environment. The full text of the school Student Welfare Policy may be accessed via the school office and there were no changes made to the Student Welfare Policy during the year.

Discipline Policy

The staff at St. Patrick's School believes that if children are to grow towards mature, responsible, selfless and integrated adulthood they need to be supported by appropriate school discipline.

Therefore our discipline policy is based on the following beliefs:

- * Discipline in our school should reflect Christ's love and concern for the individual.
- * At times this love and concern may be shown through correction.
- * Discipline is a total community effort and not just the responsibility of school or home.
- * School requires a pattern of discipline that is different from what is required in a domestic situation; therefore it is necessary to have the co-operation and understanding of parents in order to achieve a satisfactory level of discipline.

All teachers have an obligation of Pastoral Care and should counsel pupils when a pattern of misbehaviour begins to appear.

Our Discipline Policy reflects the following:

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

If students choose not to comply with school rules and expectations then they are also choosing the consequence that follows. Consequences that may be applied are as follows:

- * Maintaining school surrounds in students own time
- * Withdrawal of certain privileges.
- * Detention after school after parents have been notified
- * Interview with parents
- * Reprimand
- * Detention at lunchtime.
- * Contact with parents
- * Withdrawal from class lessons

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.

There were no changes made to the Discipline Policy during the year. The full text of the school Discipline Policy may be accessed via the school office.

Complaints and Grievances Policy

At St. Patrick's School, parents, staff and students are encouraged to voice concerns and bring to our attention any problems that they may have.

The following principles should govern all complaint handling processes-

Impartiality, confidentiality, a commitment to fairness, and a quick resolution.

Complainants are encouraged to address the problem with the person directly concerned. If this informal approach is not successful then a formal complaint may be lodged with the school through

the Principal. This should be submitted in writing if possible, outlining the problems and concerns. A written response or interview may be necessary. If the problem still exists then the complainant can bring the matter to the attention of the Catholic Education Office who will appoint a consultant to seek a resolution to the problem. If the problem is still not resolved, reference may be made to an appropriate external agency.

There were no changes made to the Complaints and Grievances Policy during the year.

The full text of the school Complaints and Grievances Policy may be accessed via the school office.

Anti-Bullying Policy

The staff began the process of review of the anti-bullying policy in 2012 and produced a Draft policy. Staff and parents had professional development on causes and strategies from Mr Robert Pereira mid-year and students attended a variety of workshops run by Mr Pereira, Centacare and other agencies. The Policy will be reviewed early Term One 2014 and ratified by all sections of the school community. There were no changes made to the Draft Anti Bullying Policy during the year. The full text of the school Anti-Bullying Policy may be accessed via the school office.

SCHOOL DETERMINED IMPROVEMENT AND TARGETS

Catholic and Religious Life

to have Catholic symbols and icons visible and meaningful throughout the school. (Audit indicates completed)

to be active in supporting and providing regular opportunities for spiritual formation of students and staff. (Staff Retreat, Staff Prayer, Parish/School Masses, Sacramental programme)

to ensure the school is proactive and effective in its approach to identifying, managing and supporting students discerned to be at risk of harm and needing intervention. (Pastoral Care Policy, Anti-Bullying, Policy, Discipline Policy, contact CEO, DOCS and Family Support)

to have effective structures, services and programs in place to ensure the care, welfare and safety of these students. . (Pastoral Care Policy, Anti-Bullying, Policy, Discipline Policy, contact CEO, DOCS and Family Support)

to engage in liturgical formation, helping people to understand that Jesus acts through the sacraments and liturgy. (School Masses, Know Worship and Love programme)

Learning and Teaching

to have effective processes in place which facilitate and promote collaborative learning. (Planned Grade/Stage meetings, collaborative programming opportunities provided and utilised, daily discussions with grade partners, constructing assessment rubrics and unit resources together, supporting student interest and ability groupings, utilising opportunities to

collaboratively minimise disruptions to learning)

to consistently select, implement and evaluate a wide range of appropriate strategies that challenge the individual learner to succeed. (Extension activities and differentiation across KLAs, integration of ICT, range of strategies provided to cater for student needs, open ended Visual Art lessons to encourage autonomy in design and process, utilising parent helpers to ensure activities are child centred and individualised)

to have programs with a strong and clear focus on the effective use of technology with the majority of students becoming skilled, adaptive users of technology whilst complying with school protocols. (Oral presentations filmed to encourage student critiquing, inclusion of websites across KLAs, integrating in programmes of Chromebooks and ICT, utilising inquiry based learning, utilise IWB and iPads.)

to have a well developed understanding of the Common Grade Scale (A-E) and to use it effectively for assessment and reporting of student achievement. (Use of data and rubrics to establish appropriate grades, consulting with grade partners to ensure consistency, working closely with BOS A-E Scale)_

Leadership for School Improvement

to proactively recognise and support teacher innovation and initiative that intentionally promotes benefits to students and colleagues. (Inclusion of a wide range of projects and initiatives such as Chromebook trial, NP projects, Music, Sport, welfare initiatives, grade planning and collaborative programming, joint attendance at PD, leading PD at staff meetings)

to have a well-developed culture of compliance with all legislation and mandated requirements. (All system requirements are met to satisfy all compliance)

to have proactive, comprehensive and highly effective processes and structures in place to monitor and maintain continual compliance with all requirements. (Compliance Folder being updated, checklists from DBB being introduced and completed, on line learning modules completed by staff)

Strategic Resourcing

to have well developed procedures and delegation authorities for expenditure. (School credit card with authorised expenditure, all expenditure monitored and approved by Principal, School Bursar prepares financial statements on a weekly/monthly basis)

to develop, implement and support the school maintenance plan through targeted funds. (regular maintenance undertaken – replacement of Lithgow Street building gutters, water tanks to run toilets, replace bubblers, Arborist plans for school playground)

to develop a maintenance plan, cooperatively developed between the school and CEO facilities team, that is supported by a budget allocation which is usually systematic and fully

implemented. (Renovation Grant from Diocese of Bathurst with identified priorities sought, outdoor seating improved)

to regularly provide a safe, secure and welcoming physical environment. (Heating and cooling systems in all classrooms, school gardener developing and improving existing garden and natural environment)

to be proactive in accessing professional learning in ICT. (Use of PD for staff – IPad courses (2) Google Boot Camps (2), time at staff meetings, before school staff training)

to provide many opportunities, across the curriculum, for students to become competent and confident in using a range of ICT resources to improve their learning. Students are given ample opportunities to become creative and productive users of technology. (Years 5 and 6 Chrome Book trial in terms 3 and 4, RFF teacher Years 2-6 in Computer Lab, increased IPad student use, purchase of 22 laptops, use of cameras, increased use of multimedia by staff and students)

- to be aware of ethical responsibilities of using ICT through well organised programs and policies. (Cyber Smart online modules (Year 5), curriculum emphasis on safe use of Internet, regular communication with parents through newsletters)

PARENT, TEACHER AND STUDENT SATISFACTION

Parents were surveyed in 2012 and overall level was very pleasing. A survey about bullying was given to staff, students and parents at the end of 2012 and the results were compiled and released the school community early in 2013. The feedback was very positive from all groups about the pastoral care, level of discipline and how concerns were dealt with by the school leadership team and staff.

At the end of the year a range of students across the year levels were surveyed to provide feedback from the student voice. Again this was very positive with students indicating that they were supported with their learning, felt staff listened to them and that teachers strongly emphasised learning and used a range of teaching strategies to make classwork interesting.

Attendance at the P&F Meetings has been high and attendees have the chance to voice concerns and receive a reply from the principal. This allows for issues and miscommunication to be dealt with on a monthly basis.

Staff members are able to air their concerns at the weekly issues staff meeting. Agenda items are called for prior to meetings. We have open communication and parents and staff are encouraged to share their level of satisfaction.

FINANCIAL STATEMENT (2013)

Catholic Schools are accountable for all monies received. Each year, the Catholic Education Office, Bathurst submits to the Commonwealth Government a financial statement on behalf of the 33 primary, K-10 and secondary schools. In addition, the financial accounts for each school and for the Catholic Education Office are audited annually

