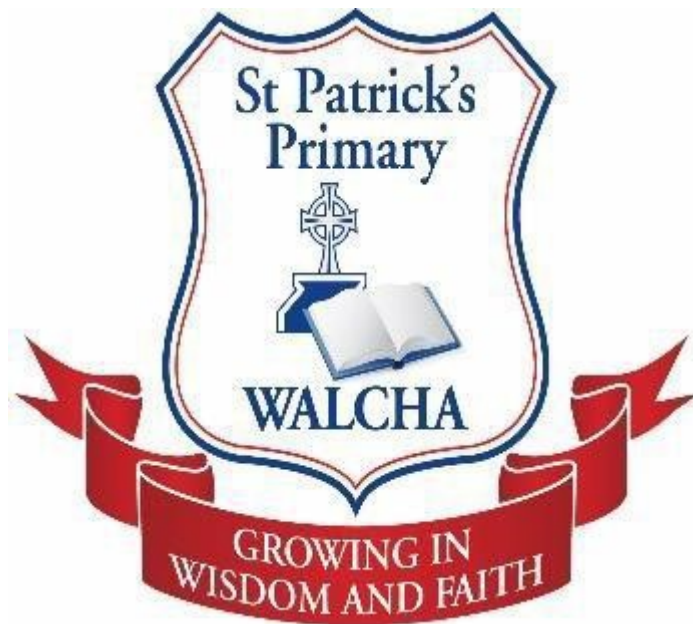


Annual School Report 2019 School Year

St Patrick's Primary School, Walcha



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<https://stpatrickswalcha.catholic.edu.au>

Principal
Belinda Burton

About this report

St Patrick's Primary School is registered by the NSW Education Standards Authority (NESA) and managed by the Diocese of Armidale 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 provides the 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 school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Annual Improvement Plan.

The report demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the CSO. This report, approved by the CSO, monitors school processes to ensure compliance with all NESA requirements for Registration.

This report complements and is supplementary to school newsletters and other regular communications. It is available on both school and CSO websites by 30 June 2020 following its submission to NESA.

The contents of this report may be tabled for discussion at various parent forums, including the School Advisory Council meetings and all information is public.

Further information about the school or this report may be obtained by contacting the school on 02 6777 2328 or by visiting the school's website <https://stpatrickswalcha.catholic.edu.au>.



1.0 Messages

1.1 Principal's Message

There were many people who assisted in the development of the school as a Catholic learning community. 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.

St Patrick's Primary School is indeed blessed to have dedicated and enthusiastic staff and parents supporting our small rural school in the education of the students. Support from parents continued daily even though our rural farming community was and still is suffering from the dreadful effects of the drought and bushfires. Both of these natural disasters have had enormous ramifications on our families, the children and the wider community. Nevertheless the parents always rose to the occasion and supported the school and the children's education.

The Catholic Schools Office Armidale and St Patrick's staff worked relentlessly to implement the CSO and the school's Annual Improvement Plans. The focus for 2019 was to improve the learning of students, to develop staff as leaders and to embed Catholic Principles into the life of the school. The first of the three areas in the AIP was to improve the learning of students. This saw the development and implementation of agreed protocols and practices in English, the teaching and learning cycle and the effective use of assessment and data of student learning. The second goal saw Professional Development opportunities for staff to develop their capacity to be leaders of learning within the school in areas of identified expertise. Thirdly, we worked to support our families in providing faith formation for their children and an understanding of the Catholic Principles and Values in everyday experiences.

During 2019 the staff and school community were committed to working together to ensure all students were provided with opportunities for academic, cultural and sporting achievement. St Patrick's Primary School offered students a quality education based on 21st century skills within the context of a faith filled community.

St Patrick's Primary School is proud of its history and achievements and of providing 108 years of quality Catholic education for students in Walcha. The school was founded by the Mercy Sisters in 1911, educating students for 64 years before handing the school to the Armidale Diocese at the end of 1975. In 1976 Mr Maxwell McGinty was appointed as the first lay Principal of St Patrick's.

The school crest and motto "Growing in Wisdom and Faith" was adopted in 1980 after being formulated by the School Board. The motto continues to be an important focus for our students. It forms part of our identity and our school prayer which is prayed at the beginning of every day. It is the school's mission to provide an inclusive Catholic environment where the Gospel values of Wisdom and Faith can grow and be nourished. It is the school's aim is to develop individuals to their full potential and instill in each person a sense of responsibility, self-discipline and respect for the needs of others and for the environment in which we live.

This report reflects the direction and work supported this year. All members of the school community are to be congratulated on the achievements and successes this year. St Patrick's Primary School continues to be a school that has a big heart.

Belinda Burton
Principal

1.2 A Parent Message

St Patrick's P & F 2019 President Report

It has been another big year for the St Patrick's P & F. It would not have been possible without the excellent work and commitment of our executive team and volunteers.



On behalf of the entire St Patrick's P & F Committee, I would like to thank our school Principal, Mrs Burton, for the incredible job she is doing leading the dedicated team of education professionals at our school. Mrs Burton has been actively seeking funding for our school and is continuously planning to ensure our children have access to the best curriculum possible. I would also like to thank all the teachers and support staff for their dedication and willingness to go the extra mile for our children.

It is safe to say that every one of our children's families have supported the school in some way this year. Thank you so much for that support because it means we can fund many additional activities and facilities for our school.

During the year we held numerous fund raising activities: bulb drives, pie drives, wine drives, read-a-thons, Mother's Day, Father's Day, Grandparents Day, Book Week, street stalls, tea towels, Easter raffles, wood raffles and the spectacular Long Lunch event.

The other stream of fundraising is our canteen and this year it has had a thorough overhaul with the introduction of a new menu, new administrative procedures and the Dads' Day barbecue on a Friday.

Everyone has contributed in some way, whether it was by donating, buying, making something or giving up your time to help out. Thank you everyone and congratulations on your efforts.

All of these projects had leaders and I would like to say a special thank you to them for taking the time to drive these initiatives. Thank you for your phenomenal efforts during the past year and your dedication to the P & F and our school.

I hope you can take a well-earned break over the summer holidays.

Vanessa Arundale
President
St Patrick's P & F

2.0 This Catholic School

2.1 The School Community

St Patrick's Primary School is located in Walcha and is part of the St Patrick's Parish which serves the communities of Walcha, from which the school families are drawn.

Last year the school celebrated 108 years of Catholic education.

The parish priest, Monsignor Edward (Ted) Wilkes, is involved in the life of the school.

2.2 Catholic Life and Religious Education

St Patrick's Primary School follows the Armidale Diocesan Religious Education Curriculum and uses the student text *To Know, Worship and Love*, as authorised by the Bishop of Armidale, Michael Kennedy.

For many students, school is their link to the Catholic Church. As a result, the school ensures that students have regular exposure to prayer, liturgy, the Mass and the Sacraments. Prayer is an important aspect of each day in the life of the school. Each day, morning assembly begins with the school prayer (led by the School Captains), each class has prayer before morning tea, lunch and at the completion of the day.

Religious Education (RE) is integrated throughout the day in all subjects with the Catholic Principles & Values guiding staff in the integration of RE. The students of St Patrick's have 180 minutes of Religious Instruction in the classroom each week. The children attend Mass on alternate Fridays with a rostered class undertaking preparation of the Mass; this is part of the students ongoing Faith Formation. For students to gain a better understanding of the mission of the Catholic Church on a more universal scale, they were involved in various fundraising activities to support the charitable



works of Caritas Australia and the Catholic Missions. During the year, the work of these charitable organisations was outlined to the students by guest speakers and through the use of multimedia resources. Students were encouraged to contribute to the Project Compassion boxes throughout Lent. Multiple fundraisers were held to raise money for the Catholic Missions in Term 3. The children are also involved in Mini Vinnies, a St Vincent de Paul group where they supported the Winter and Christmas appeals, Assist-a-Student program, visiting the local hospital and nursing home and school celebrations, for example St Patrick's Day.

St Patrick's Primary School was involved in three Sacramental programs: Reconciliation, First Eucharist and Confirmation. Staff members were involved in the preparation of Sacramental classes and they welcomed Bishop Michael Kennedy to the parish for Confirmation. The staff at St Patrick's were also active members of the parish attending Mass, proclaiming the word and parish celebrations. One member of the staff completed the RCIA program and was Baptised, Confirmed and received Eucharist at a parish Mass.

Staff attended spiritual formation and reflection days, Twilight Prayers and Retreats throughout the year. The Catholic Schools Office offered the following opportunities in 2019: REC Retreat Day, Teachers Retreat Day, Staff Retreat Day, Principal Retreat Day and Twilight Prayer sessions. The REC also attended the annual three day Religious Education Conference.

The parish administrator, Monsignor Wilkes regularly visited the school. On a fortnightly roster, Monsignor held a school Mass where parishioners were invited to celebrate Mass with the school. The parish community was also invited to religious celebrations throughout the year. These included masses for the reception of the Sacraments of First Eucharist, Reconciliation and Confirmation, special feast days, Opening School Mass and Graduation Mass, class prayer, Presentation Night and school assemblies.

Students in Year 6 in Catholic schools in the Diocese of Armidale undertake the Diocesan Religious Education (RE) Test annually. The test consists of fifty multiple-choice questions.

Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education.

| Our School's average result (as a mark out of 50) | |
|---|----|
| Year 6 | 21 |

2.3 School Enrolment

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

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | TOTAL 2019 | TOTAL 2018 |
|---------------|--------|--------|--------|--------|--------|--------|--------|------------|------------|
| Male | 2 | 4 | 4 | 5 | 9 | 3 | 6 | 33 | 43 |
| Female | 9 | 5 | 6 | 2 | 6 | 3 | 3 | 34 | 39 |
| Totals | 11 | 9 | 10 | 7 | 15 | 6 | 9 | 67 | 82 |

2.4 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 Principal or their delegate. 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 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 2019 is shown in the following table.

| | Year K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | All Years |
|---|--------|--------|--------|--------|--------|--------|--------|-----------|
| Average Student Attendance Rates | 87.0% | 92.0% | 90.0% | 92.0% | 89.0% | 86.0% | 90.0% | 89.4% |

Managing Student non-attendance

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community;
- monitoring engagement of individual students in their learning and identifying strategies to enhance engagement;
- maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance;
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;
- intervention strategies for students with unsatisfactory attendance may include academic case management, social case management, referral to counselling and parent/carer involvement;
- the Director of Catholic Schools or designated Catholic Schools Office Armidale officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom previous strategies have failed to restore regular attendance.

When the Catholic Schools Office Armidale is notified of a student for whom chronic non attendance is an issue and previous strategies have failed, the Principal and the School Consultant will convene a meeting with the family, the student, and other agencies if required, to develop a Return to School Plan.

2.5 Staff Profile and Teacher Standards



| Teacher Qualifications / Staff Profile | | Number of Teachers |
|--|--|--------------------|
| 1. | Those teachers at the NESA Teacher Accreditation Provisional or Conditional level. | 0 |
| 2. | Those teachers at the NESA Teacher Accreditation Proficient level. | 7 |
| 3. | Those teachers at the NESA Teacher Accreditation Highly Accomplished level. | 0 |
| 4. | Those teachers at the NESA Teacher Accreditation Lead level. | 0 |
| 5. | Teachers with recognised qualifications to teach Religious Education. | 5 |
| 6. | Number of staff identifying as Indigenous employed at the school. | 0 |
| 7. | Total number of non-teaching staff employed at the school. | 5 |

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:

St Patrick's Primary School staff continued to implement Positive Behaviour for Learning which targets an approach where students were increasingly recognised for the efforts. This involves the core values of the school, rewards and acknowledgements of the school expectations. Fortnightly whole school assemblies were held where School Awards were presented. Outstanding awards were recognised at the Annual Presentation Assembly with awards for all KLAs and awards from the wider community acknowledging the effort and outstanding achievements of students.

The school community is regularly reminded of the values which children and their families are encouraged to display in their daily lives. This is carried out by word in the weekly newsletter and school correspondence, by example in verbal and nonverbal messages and in the actions of staff and students. The values of respect and responsibility underpin all policies and procedures which are available on the school web page. Many of the acknowledgements and awards presented to students throughout the year are indicative of these values.

St Patrick's Primary School was involved in a wide variety of community service activities including participation and representation at official ANZAC Day and Remembrance Day services. Students in Years 4, 5 and 6 visited the local nursing home and hospital, entertaining the residents with song, stories, games and craft. Students also sang Christmas carols at the community Carols by Candlelight. Children were involved in the local community Agricultural Show by entering Art & Craft items and produce from the school vegetable garden and flower gardens.

As part of Charitable Works, the students and staff contribute generously to social justice appeals by fundraising for Caritas Australia, Pontifical Missions and St Vincent de Paul Winter and Christmas Appeals.

Year 6 students, as part of their leadership role, buddy with an infant's student. This gives younger students an older child that they can go to for help and support. The senior students also ran the School Assemblies and assisted with the many responsibilities of the school's liturgical events throughout the year.



In response to the drought and bush fires in the Walcha community and the hardship experienced by families and students, staff looked for ways to cater for the additional needs, care and wellbeing for the children, With the guidance of the Centacare School Counsellor the school implemented Wellbeing Strategies for students to have in their tool box when situations challenged them. This was a daily 10 minute program of five Wellbeing techniques for children. This program will continue in 2020 under the guidance of the School Counsellor and directed by data collected from students.

2.7 Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and teachers.

Parent Satisfaction

Parents were surveyed by an independent specialist corporation Survey My School. Parents were offered the opportunity to provide feedback across 28 different areas. This report is the collation of 29 responses from all parents. This parent satisfaction survey at St Patrick's Primary School, Walcha was undertaken in August 2019. Invitations containing a link to the online survey instrument were sent to all parents, of whom 29 of the 55 parents completed the survey (53% completion rate is considered excellent).

Parents were asked to express their satisfaction in response to a number of statements. Their responses were scored as follows. The average score for each statement is:

- 0 to 1.0 Red
- 1.1 to 2.0 Yellow
- 2.1 to 3.0 Green

Parent Satisfaction Survey:

- 2.4 Overall I am satisfied with the education our child/ren receive at this school
- 2.8 The school is a safe place for my child
- 2.3 The staff at this school take an interest in my child
- 2.4 Most teachers in the school make learning really satisfying and engaging for my child
- 2.2 I am happy with my child's learning progress
- 2.2 I feel my child is being challenged to improve
- 2.4 The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- 2.3 I would recommend this school to others
- 2.2 I am happy with the school's facilities
- 2.4 This school is well maintained e.g. clean, buildings painted etc
- 2.2 Communication between the home and school is effective
- 2.3 I can make contact with my child's teacher or other staff easily
- 2.2 The school responds quickly to my concerns
- 2.2 Parent/teacher conferences are helpful at this school



- 2.1 The school's reporting processes give me a good understanding of my child's progress and areas for improvement
- 2.5 This school celebrates student achievements
- 2.1 The school manages behaviour incidents well
- 2.2 The use of technology (iPads, computers) enhances my child's learning
- 2.3 I am happy with my child's access to technology in the school
- 2.2 Change initiatives are well managed at this school
- 2.1 The school has explicit, clearly communicated school-wide targets for improvement
- 2.0 The school promotes and sets targets for improving student outcomes
- 2.3 I feel welcome to volunteer and/or contribute to various school events and initiatives
- 2.3 I have opportunities to be involved in the life of the school
- 2.4 Catholic religious identity is a high priority in the school
- 2.3 Staff, students and parents are actively involved in the religious life of the school
- 2.3 There is a strong partnership between the parish and this school
- 2.4 The School Advisory Council is effective at this school

Student Satisfaction

Students in Years 4, 5 and 6 were surveyed by an independent specialist corporation Survey My School. Students were given the opportunity to provide feedback in 22 different areas. This report is the collation of 37 responses from all students in

Years 4, 5 and 6. This student satisfaction survey at St Patrick's Primary School, Walcha was undertaken in August 2018. Invitations containing a link to the online survey instrument were sent to all students in Years 4, 5 and 6. 37 of the 38 students completed the survey (97% completion rate is considered excellent).

Students were asked to express their satisfaction in response to a number of statements.

Their responses were scored as follows. The average score for each statement is:

- 0 to 1.0 Red
- 1.1 to 2.0 Yellow
- 2.1 to 3.0 Green

Student Satisfaction Survey:

- 2.3 I like being at this school
- 2.5 I feel safe at this school
- 2.2 I feel accepted by other students at this school
- 2.4 I would recommend this school to others
- 2.3 My teachers care about me
- 2.5 All of my teachers encourage me to do my best
- 2.5 The school Principal and other leaders in the school are approachable
- 2.2 My teachers try to make lessons interesting
- 2.4 My teachers tell us what we are learning and why



- 2.3 My school gives me opportunities to do interesting activities
- 2.3 My teacher help me to set specific targets to improve my learning
- 2.2 My teacher suggests ways to improve my learning
- 2.1 I receive feedback from my teacher to improve my learning
- 2.3 I regularly use technology at my school
- 1.6 The homework we do helps me learn
- 2.5 This school celebrates student achievements
- 2.1 My school takes students' opinions seriously
- 2.4 My school encourages me to be a good community member
- 2.5 Religious Education is taught well at the school
- 2.3 The school helps me to be more involved in prayer
- 2.7 I am encouraged to care for others
- 2.2 Staff, students and parents are actively involved in the religious life of the school

Staff Satisfaction

This report is the collation of 10 responses from staff. Staff were surveyed by an independent specialist corporation Survey My School. The staff satisfaction survey at St Patrick's Primary School, Walcha was undertaken in August 2019. Invitations containing a link to the online survey instrument were sent to all staff. 10 of the 10 staff completed the survey (100% completion rate is considered unclassifiable). Staff were asked to express their satisfaction in response to a number of statements.

Their responses were scored as follows. The average score for each statement is:

- 0 to 1.0 Red
- 1.1 to 2.0 Yellow
- 2.1 to 3.0 Green

Staff Satisfaction Survey:

- 2.5 I get a lot of satisfaction from working in this school
- 1.5 There is good morale amongst the staff at this school
- 2.5 I would recommend this school to others
- 2.2 I have the resources I need to do my job
- 2.5 This school is well maintained e.g. clean, buildings painted etc
- 2.2 I am happy with the school's facilities
- 2.0 Communication between the staff and school leadership is open
- 2.2 School leaders at this school know me as a person and support my wellbeing
- 2.2 I have the opportunity to have input into decisions affecting my work in this school
- 2.0 My school encourages a climate conducive to staff professional learning and improvement in practice
- 2.0 Our Staff Meetings are productive
- 2.0 Collaborative planning processes in this school are effective



- 1.5 I am provided opportunities to share my skills and knowledge with others
- 2.2 Access to professional learning opportunities helps me perform my role well
- 2.5 I am provided with opportunities to improve my teaching practice
- 2.5 I participate in professional learning conversations
- 2.0 I get feedback that helps me to be a better teacher
- 2.5 There are clear expectations concerning the use of effective teaching strategies throughout the school
- 2.2 I have opportunities to enhance my students' learning through the use of technology
- 2.8 This school celebrates student achievements
- 2.0 Parent/teacher conferences are helpful at this school
- 2.2 The school communicates clearly that it has high expectations for student attendance, engagement and outcomes
- 2.5 The school manages behaviour incidents well
- 2.5 The Pastoral Care policy and behaviour management processes are known and followed consistently
- 1.8 Catholic religious identity is a high priority in this school
- 2.2 Core Catholic Principles and Values are explicitly taught in this school
- 1.8 Staff, students and parents are actively involved in the religious life of the school
- 2.2 The school helps me to be more involved in prayer
- 1.8 There is a strong partnership between the parish and this school
- 2.2 There is good balance in time allocation for curriculum delivery
- 2.0 The school's curriculum includes a strong focus on the development of cross-curricular skills and attributes
- 2.0 The school's Agreed Practices on curriculum, assessment and learning are followed across the whole school

3.0 Teaching and Learning

3.1 School Curriculum

The school provides an educational program based on and taught in accordance with the NESA syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. In addition, the school implements the curriculum requirements of the Catholic Schools Office Armidale.

Religious Education in Catholic schools is a mandatory KLA included in the curriculum for students in each year group. St Patrick's Primary School is committed to providing a quality education that meets the needs of all students.

Curriculum development focused on the following areas:

- The continued improvement of pedagogy in English, with the implementation of a Literacy Block four days a week.
- Improving student writing by implementing VCOP as a teaching and learning tool.



- Focusing on an effective teaching cycle of the Gradual Release Process - Modelled, Shared, Guided, Independent lessons.
- The learning environment as The Third Teacher, incorporating flexible learning spaces within the classroom.

The Leader of Pedagogy (LOP), developed, with staff, ways to gather data and how to use the data to direct future teaching and learning in classes for student growth.

The Early Stage 1 teacher continued to utilise the Best Start Program to assess Kindergarten students in their first week of school. From this assessment, planning and programming was put in place to best meet the needs of these individual students. This assessment was ongoing throughout the year.

K-2 staff continued to use the Literacy Continuum and Numeracy Continuum to plot children and track progress in learning. Personal Plans were written and implemented for students on integrated funding and Educational Assistants worked with students to achieve set outcomes.

The students from Kindergarten, Year 1 and Year 2 participated, each term, in a five week Mini Minstrels Music Program, presented by the New England Conservatorium of Music (NECOM). NECOM also held a musical concert at St Patrick's for student appreciation of music.

The school successfully applied for Sporting Schools Grants and was able to offer PE sessions involving netball, rugby, cricket, gymnastics and swimming.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 7 students presented for the tests while in Year 5 there were 6 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.

At St Patrick's Primary School, school and student performance are 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 Data Analysis.

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 | State | School | State | School | State | School | State | School | State | School |
| Reading | 16.5 | 28.6 | 26.2 | 42.9 | 18.5 | 14.3 | 15.5 | 14.3 | 6.7 | 0.0 | 1.8 | 0.0 |
| Writing | 15.1 | 28.6 | 38.7 | 57.1 | 28.7 | 0.0 | 12.1 | 14.3 | 3.8 | 0.0 | 0.8 | 0.0 |
| Spelling | 24.3 | 28.6 | 26.3 | 28.6 | 17.0 | 14.3 | 6.1 | 28.6 | 3.1 | 0.0 | 0.9 | 0.0 |
| Grammar and Punctuation | 4.1 | 42.9 | 10.9 | 14.3 | 18.7 | 42.9 | 12.0 | 0.0 | 6.3 | 0.0 | 2.4 | 0.0 |
| Numeracy | 12.8 | 0.0 | 24.3 | 42.9 | 29.4 | 28.6 | 19.8 | 14.3 | 6.7 | 14.3 | 2.6 | 0.0 |

| Year 5 NAPLAN Results in Literacy and Numeracy | | | | | | | | | | | | |
|--|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|-------|--------|
| Percentage of students in Bands 3 to 8 | | | | | | | | | | | | |
| BAND | 8 | | 7 | | 6 | | 5 | | 4 | | 3 | |
| | State | School | State | School | State | School | State | School | State | School | State | School |
| Reading | 10.5 | 0.0 | 27.4 | 50.0 | 32.6 | 50.0 | 16.0 | 0.0 | 8.5 | 0.0 | 2.3 | 0.0 |
| Writing | 3.5 | 0.0 | 10.9 | 0.0 | 30.8 | 50.0 | 36.7 | 33.3 | 11.6 | 16.7 | 6.5 | 0.0 |
| Spelling | 7.9 | 0.0 | 21.6 | 16.7 | 30.4 | 33.3 | 24.7 | 33.3 | 9.1 | 16.7 | 3.0 | 0.0 |
| Grammar and Punctuation | 8.4 | 0.0 | 17.5 | 0.0 | 27.5 | 33.3 | 24.9 | 66.7 | 11.9 | 0.0 | 3.7 | 0.0 |
| Numeracy | 4.0 | 0.0 | 13.0 | 0.0 | 37.8 | 50.0 | 30.4 | 50.0 | 10.0 | 0.0 | 2.1 | 0.0 |



3.3 Teacher Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office Armidale. The school takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development.

All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Whole staff development day professional learning activities in 2019 were:

| Staff Professional Learning Activity | Date | Presenter |
|--------------------------------------|------------|--------------------------|
| First Aid & CPR | 01/05/2019 | CSO Mrs G Chapman |
| Scope & Sequence 2020 | 19/12/2019 | Principal B Burton |
| Introduction to Big Write & VCOP | 29/01/2019 | CSO Armidale J. McDowall |
| System Well Being Conference | 11/06/2019 | CSO |
| System Well Being Conference | 12/06/2019 | CSO |

4.0 School Policies

4.1 Enrolment Policy

The Diocese of Armidale adheres to the policy as endorsed by the Bishops Commission for Catholic Schools 'Enrolment Policy' of Students in the Catholic Systemic Schools of the Diocese of Armidale. The Catholic Schools Office Armidale monitors the implementation of this policy. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment. A pastoral approach is adopted for parents experiencing genuine difficulty with the payment of fees.

This school does not have any enrolment policies or support documents in addition to the Bishops Commission for Catholic Schools 'Enrolment Policy' for schools in the Diocese of Armidale. This policy is available on the school's website <https://stpatrickswalcha.catholic.edu.au> and the Armidale Catholic Schools Office website <https://www.arm.catholic.edu.au>.

4.2 Pastoral Care Policy

Jesus Christ and his teachings are the basis of all that occurs at St Patrick's Primary School. Christ's teachings therefore should relate to how staff develop student self-discipline. The school community believes 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. Staff aim to bring this about in the 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 Primary School have the right to be treated:

- justly
- respectfully
- fairly

No changes were made to the 'Pastoral Care Policy' this year.



The full text of the school's 'Pastoral Care Policy' may be accessed on the school's website <https://stpatrickswalcha.catholic.edu.au> or at the administration office.

4.3 Student Discipline Policy

Corporal punishment is expressly prohibited in this school. The school does not sanction administration of corporal punishment by school persons and non-school persons, including parents, to enforce discipline in the school.

No changes were made to the 'Student Discipline Policy' this year.

The full text of the school's 'Student Discipline Policy' may be accessed on the school's website <https://stpatrickswalcha.catholic.edu.au> or at the administration office.

4.4 Bullying Prevention and Intervention Policy

The Catholic Schools Office, Armidale has established a 'Bullying Prevention and Intervention Policy' which is implemented by the school and all systemic schools in the Diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The Catholic Schools Office (CSO) monitors the implementation of this policy.

No changes were made to the 'Bullying Prevention and Intervention Policy' this year.

The full text of the school's 'Bullying Prevention and Intervention Policy' may be accessed on the school's website <https://stpatrickswalcha.catholic.edu.au>, the administration office or on the CSO website.

4.5 Complaints Handling Policy and Guide

The Diocese of Armidale has established a 'Complaints Handling Policy and Guide' which is implemented by this school. The rationale for this policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of the contemporary world. The Catholic Schools Office monitors the implementation of these policies.

No changes were made to the 'Complaints Handling Policy and Guide' this year.

The full text of the school's 'Complaints Handling Policy and Guide' may be accessed on the school's website <https://stpatrickswalcha.catholic.edu.au> or the administration office.

5.0 School Review and Improvement

Each year, the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the school's Strategic Improvement Plan and informed by the Catholic Schools Office Annual Improvement Plan. The school engages in an annual evidence-based evaluation of its effectiveness against these external standards in collaboration with the Schools Consultant.



| Key improvements achieved this year | Key Improvements for 2020 |
|---|--|
| <p>Nurture Our Catholic Society Catholic Principles and Values:</p> <ul style="list-style-type: none"> • To integrate CPVs in all KLAs. <ul style="list-style-type: none"> ○ <i>Implemented a KLA Schedule .</i> • For the understandings of CPVs to be evident in the life of the school. <ul style="list-style-type: none"> ○ <i>Implemented into school assemblies.</i> • To develop parent awareness of CPVs. <ul style="list-style-type: none"> ○ <i>Implemented in school newsletter.</i> <p>Faith Formation Framework:</p> <ul style="list-style-type: none"> • To use the FFF to develop a strategic approach for improving faith formation, with a 2019 focus on prayer. <ul style="list-style-type: none"> ○ <i>Implemented a Staff Prayer Procedure and Format.</i> | <p>Nurture Our Catholic Society</p> <ul style="list-style-type: none"> • Continue to embed Catholic Principles & Values in all KLAs • Deepen the Catholic identity of St Patrick's School through our Founders. • Continue to implement the Wellbeing Program K-6. Written by Rhonda Partridge, School Counsellor from CentaCare. |
| <p>Improve Learning Further develop the understanding and implementation of the non-negotiables of a CPLC inclusive of the 14 Parameters with a focus on:</p> <ul style="list-style-type: none"> • agreed protocols. <ul style="list-style-type: none"> ○ <i>Implemented school agreed processes in English, classroom learning environment and assessment procedures.</i> • 2 hour Literacy Blocks. <ul style="list-style-type: none"> ○ <i>Implemented a 2 hour Literacy Block 4 days a week.</i> • Big Write/VCOP. <ul style="list-style-type: none"> ○ <i>Implemented VCOP in all classrooms.</i> • Learning Intentions and Success Criteria. <ul style="list-style-type: none"> ○ <i>Implemented the writing of LT and SC for all lessons.</i> • Case management. <ul style="list-style-type: none"> ○ <i>Implemented case management of students in PLTs</i> • Meeting Norms. <ul style="list-style-type: none"> ○ <i>Implemented Meeting Norms in Staff Meetings.</i> • Assessment and Data that directs school improvement. <ul style="list-style-type: none"> ○ <i>Implemented Whole School Assessment and Data Schedules.</i> | <p>Improve Learning Continue to embed the 2 hour Literacy Block in English.</p> <ul style="list-style-type: none"> • Introduce Spelling - Spelling Stars and Words Their Way into K-6 classrooms. • Use data to inform classroom teaching and differentiation. • Assessment moderation that shows consistent judgments of student learning in writing across the school. |



| Key improvements achieved this year | Key Improvements for 2020 |
|---|--|
| <p>Lead Learning</p> <ul style="list-style-type: none"> • Further develop Instructional Learning of Staff. <ul style="list-style-type: none"> ○ <i>Implemented the Leader of Pedagogy to assist staff in their Instructional Learning.</i> • Develop the capacity of all to be leaders of learning. <ul style="list-style-type: none"> ○ <i>Implemented a budget for Staff PD to develop leaders of learning within school team.</i> | <p>Lead Learning</p> <ul style="list-style-type: none"> • Continue to develop staff culture of learning through coaching and modelling by all staff & the Leader of Learning. • Through the use of research-based teaching practices ensure that every student is engaged, challenged & learning successfully. • Encourage a culture of ongoing professional development of staff. |
| <p>Sustain Our People</p> <ul style="list-style-type: none"> • Network with other Diocesan Schools to build capacity and resources. <ul style="list-style-type: none"> ○ <i>Implemented staff visiting other Diocesan schools.</i> • Establish job security for Educational Assistants.. <ul style="list-style-type: none"> ○ <i>Implemented EAs gaining some permanent hours of service.</i> • For Support Staff/Office focus on up skilling staff. <ul style="list-style-type: none"> ○ <i>Implemented staff receiving support and PD from CSO.</i> | <p>Sustain Our People</p> <ul style="list-style-type: none"> • Encourage university student practicum placements at St Patrick's. • Staff to use National Professional Standards to plan professional goals for staff. • Encourage staff to acquire and maintain qualifications - NESAs and Religious Education Faith Formation. • Active role descriptions for all staff. |
| <p>Create the Right Environment</p> <p>Leadership team to develop a set of school procedure handbooks in collaboration with staff addressing:</p> <ul style="list-style-type: none"> • School procedures. <ul style="list-style-type: none"> ○ <i>Implemented School Handbook for Parents and a Staff Handbook.</i> • Curriculum procedures. <ul style="list-style-type: none"> ○ <i>Implemented Staff Handbook.</i> • Classroom procedures. <ul style="list-style-type: none"> ○ <i>Implemented Whole School Agreed Practices.</i> • Attend Compass training and support the implementation of Compass at school level. <ul style="list-style-type: none"> ○ <i>Not implemented; to be implemented in 2020.</i> | <p>Create the Right Environment</p> <ul style="list-style-type: none"> • Classroom pedagogy that uses the Gradual Release Process. • Continue to explore the Third Teacher and the Learning Environment. • Whole school shared understanding and responsibility of Whole School Agreed Practices. • Enhance student learning and wellbeing. • Ensure effective communications to all school partnerships. • Compass training and support the implementation of Compass at school level. |

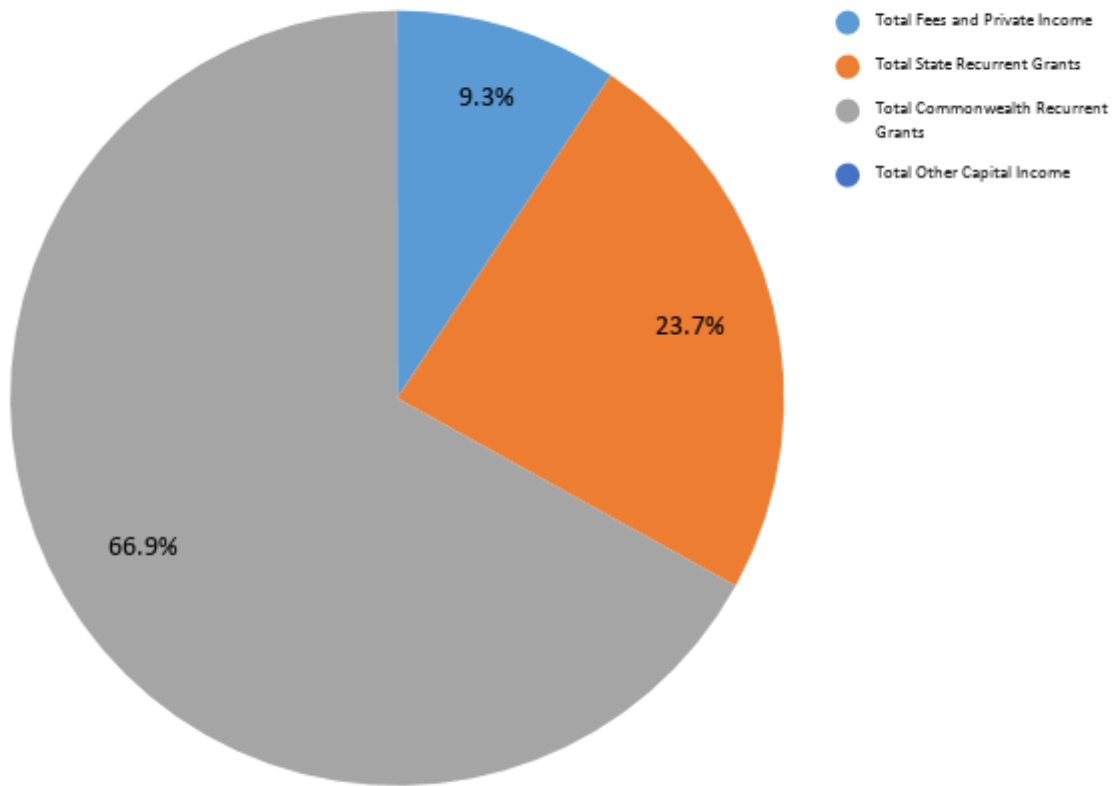
6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Diocese of Armidale Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools, K-10 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 2019 is presented below:



2019 Income - St Patrick's Primary School, Walcha



2019 Expenditure - St Patrick's Primary School, Walcha

