Annual Report

St Patrick’s Primary School, Holbrook

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The School
St Patrick’s School Holbrook is located in a rural district in southern New South Wales, approximately 60 kls North East of Albury - Wodonga. Established by the Josephite Sisters over 135 years ago, this long association continues today with the involvement of the Parish Pastoral Worker Sr Marie with the school. The school is co-educational from Kindergarten to Year 6.

The school prides itself on the strong sense of belonging that exists within the Holbrook community and parent body. It is a family school with involvement of parents in classrooms, as members of the School Council and with Parental Social Evenings and functions.

In May 2017 the school will celebrate 100 years of Catholic Education on the site and 140 years of Catholic Education to the Holbrook Community

Catholic Identity
The school had strong involvement in our Parish based Sacramental Programmes for Confirmation, Reconciliation and First Holy Communion. The opportunity was provided for participation in the special feast days, including St Mary MacKillop, St Patrick, St Joseph and many others including the Assumption.

Our programmes and worship are guided and supported by Father Terence, our Parish Priest and Sister Marie, our Parish Pastoral Assistant.

The School participates regularly in Mass and once per term hold a family mass at the Saturday night Parish Vigil Mass. At this Mass the School Community take responsibility for the readings and offertory procession.

Prayer is an important part of the daily life of the school. Monday mornings commence with an assembly, at which we say our School Prayer. In the classrooms each day begins with prayer. At lunchtime we gather as a whole school to say Grace together and at afternoon dismissal we also pray together.

A Message from key School Bodies
Chairman’s report.
This year the school implemented a transition to school program for all pre-school children regardless of what school they are proposing to attend in 2016. It was a great success and I hope it continues to grow in the future. A big thankyou to Julie Anne Willis for running the program with such enthusiasm.

I would like to thank all the people who have helped during the year in the canteen, at working bees, the people who mow the lawn when they see it needs doing and all the other jobs around the school that get done without being seen.
I would also like to thank everyone who helped with the catering for the Dunoon bull sale, the cross country and the Henty Field Days. These fund raising activities are vital for our school and I urge every family to become involved. I also encourage anyone with spending ideas for these funds to bring them to a School Council meeting for discussion.

I wish like to wish the Year 6 students all the best for their future endeavours.

**Student Outcomes in Standardised National Literacy and Numeracy Testing**

St Patrick’s has participated in NAPLAN Literacy & Numeracy since 1998 and NAPLAN Writing since 2001. The school monitors the NAPLAN Trend Data each year and uses this information to inform its learning and teaching practices. Student outcomes from the NAPLAN Literacy and Numeracy tests are positive and reflect the effective teaching occurring at St Patrick’s.

The school is seeing significant improvement in its Year 3 results. This is as a result of targeted teaching specifically directed at identified areas of student need.

**Professional Learning**

Professional Learning was undertaken by staff in the following areas:
Reading Recovery
SENA 1 & 2
Curriculum Review Programme
Best Start Training and Revision
Google Docs Training
Erin Earth Wagga
Catholic Mission
Improving the teaching of student vocabulary
Development of New History Scope and Sequence
Unpacking of the new History Syllabus
First Aid
CPR
Child Protection
Analysis student writing using NAPLAN writing criteria.

In October, the Principal undertook a three week Diocesan sponsored tour of schools in the United Kingdom, looking at the management of schools and contemporary learning practises in Pre-schools, Primary and Secondary schools.

**Teaching Staff**

The NSW government requires that this report detail the number of teachers in the following categories:
A) having teacher education qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines, or
B) having a bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education qualifications.

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<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>TOTAL</th>
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<td></td>
<td>1</td>
<td>5</td>
<td>6</td>
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**Workforce Composition**
The teaching staff consisted of one male and 3 female full-time staff members, and 1 female staff (part-time). The school also employs one female secretary (part-time) and two female teacher aides (part-time).

**Student Attendance**
*Student attendance rates for each Year level and the whole school*

<table>
<thead>
<tr>
<th>Year</th>
<th>Attendance %</th>
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<tbody>
<tr>
<td>Kinder</td>
<td>94%</td>
</tr>
<tr>
<td>Year 1</td>
<td>93%</td>
</tr>
<tr>
<td>Year 2</td>
<td>97%</td>
</tr>
<tr>
<td>Year 3</td>
<td>93%</td>
</tr>
<tr>
<td>Year 4</td>
<td>90%</td>
</tr>
<tr>
<td>Year 5</td>
<td>91%</td>
</tr>
<tr>
<td>Year 6</td>
<td>91%</td>
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**Student Non-Attendance**
There is an expectation that children will attend school daily. When this is not occurring the Diocesan Policy is followed to ensure that appropriate action is taken to ensure children attend school, as required by the Education Act (1990).

**Enrolment Policy**
- To provide a Catholic Education for all children in our community irrespective of their differing needs, providing that school resources can support them.
- To ensure that no child is denied a Catholic Education because of financial hardship.
- To ensure all parents give a firm undertaking that they accept and support the life, nature and identity of the Catholic School, including participation in all aspects of Religious Education.
Characteristics of the Student Body

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig’</th>
<th>LOT E*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>35</td>
<td>27</td>
<td>9</td>
<td>7</td>
<td>62</td>
</tr>
</tbody>
</table>

Structure of Classes
Kindergarten/ Year 1/ Year 2
Year 3 / Year 4
Year 5 / Year 6

School Policies
Student Welfare
The St Patrick’s Community believes that pastoral care is a life-giving focus that is a response to each person’s need for self esteem, positive discipline, effective learning, purpose in life, moral and personal development, experienced within the ethos of a gospel-based community.

Pastoral care is central to the ethos and identity of our Catholic school. It is essential that pastoral care for students be given a high priority.

The role of schools as an educational institution is to encourage excellence, the pursuit of learning and the care of all individual students. The primary purpose of our school is to promote the full physical, social, intellectual, emotional and spiritual development of the students.

The school has, in accordance with Diocesan Guidelines, set up a Well Being Committee. This committee consists of the teaching staff, Principal, School Counsellor and the School Support Officers (SSO). The main role of the Committee is to review the welfare of any student in the school who may need assistance.

To assist the school in identifying and correcting anti-social behaviour, the school this year introduced for the first time an online survey of how the students felt they had been treated by other students and what areas of the school they felt less comfortable in. This information has proven to be invaluable in identifying areas and individuals responsible for issues with the student community.

Discipline
The School Discipline Policy at St Patrick’s Primary School aims to provide a safe, caring and supportive learning and teaching environment. The policy helps students to demonstrate responsible behaviour and a sense of self-worth, and respect and consideration for the feelings, rights and property of others. It also aims to maximize opportunities for learning and teaching. Procedural fairness is used in dealing with all issues.

Corporal Punishment will not be used at St Patrick’s Primary School Holbrook.

Complaints and Grievances

The school handles the issues of complaints and grievances according to Diocesan Policy.
Anti-Bullying

Anti-bullying is a priority. At St Patrick’s bullying is not acceptable in any form. Students and staff have the right to expect that they will spend the school day free from the fear of bullying, harassment and intimidation. Each Semester students have the opportunity to complete an online bullying survey. Staff discuss the results of the survey and if necessary speak to individual children about their response.

Changes to School Policies

This year the school successfully undertook the 5 yearly review, conducted by the Catholic Schools Office on behalf of BOSTE, for the purpose of registering the school. This involved a complete review of all policies and procedures in the school, as well as audits on the Work Health and Safety, financial and reporting practices.

Changes were made to school academic policies this year reflect the change in the New History syllabus and revisiting the English syllabus.

All school policies can be accessed by visiting the school and reviewing them online.

Improvement Targets

The school, supported by the Diocese, is undertaking a 5 year programme of review of school improvement. The vehicle for this is the ACER National School Improvement Tool. This programme asks the school to evaluate and rate themselves against set criteria and to identify areas for improvement. This year the school completed a review on the Analysis and Discussion of Data. The results indicated that a high priority is given to the school-wide analysis and discussion of systematically collected data on student outcomes, including academic, attendance and behavioural outcomes, and student wellbeing. Data analyses considers overall school performance, as well as the performances of students from identified priority groups; evidence of improvement/regression over time; performances in comparison with similar schools; and, in the case of data from standardised tests, measures of growth across the years of school.

The rest of the self evaluation was that the staff rated the school as Medium, bordering on High. They also identified areas for improvement that will allow the rating to be High in future years.

The staff continue to monitor student progress through a variety of assessment tools including NAPLAN, ACER PAT Tests in Comprehension, Maths and Vocabulary, Best Start, SENA 1 & 2.

Coupled with this has been the use of the Literacy and Numeracy Continuum to plot each child in the school to record progress and identify areas for specific instruction.

We now have a wealth of data available, which we use to inform our planning, teaching and assessment of student outcomes.
Initiatives Promoting Respect and Responsibility

The School in partnership with the local Council, has developed a Community Garden in the School Grounds. This has resulted in significant interaction with the community to develop and improve the garden, whilst at the same time providing a ready source of fresh free vegetables to the community. This year has seen expansion of the garden to include chickens. A partnership has also been established with Landcare to improve the community use of the garden through the installation of a pizza oven.

The school continued its involvement with the community with many of the students winning prizes at the Holbrook Art Show, Flower Show and Agricultural Show. All students were encouraged to participate.

A choral performance by the Year 5/6 class at the Flower Show, Hostel and Harry Jarvis Wing of the local hospital were very well received.

Students undertook a number of fund raising events to raise money for St Vincent De Paul, Catholic Missions, Caritas and Jane McGrath Foundation.

Marching on ANZAC Day each year is one of the enduring traditions in the school, along with a reflective service on Remembrance Day.

Community Satisfaction

The following information has been provided to the school. It has been a valuable gauge for determining the level of satisfaction the community has with our school.

Parents
My child (son or daughter) is usually happy at St Patrick’s.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 %</td>
<td>10 %</td>
<td>%</td>
<td>%</td>
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Students
I am usually happy at St Patrick’s.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>90 %</td>
<td>10 %</td>
<td>%</td>
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</table>

Staff
I am usually happy at St Patrick’s.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
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</thead>
<tbody>
<tr>
<td>67 %</td>
<td>32 %</td>
<td>%</td>
<td>%</td>
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Financial Statement Summary

School Income

- Fees & Private Income: 0%
- State Recurrent Grants: 20%
- Commonwealth Recurrent Grants: 69%
- Government Capital Grants: 10%
- Other Capital Income: 0%

School Expenses

- Salaries, Allowances & Related Expenses: 32%
- Non Salary Expenses: 13%
- Other Capital Expenditure: 55%
About This Report

This report was compiled by the School Principal with assistance from the Parish Priest, staff and students at the school, with the support and information supplied by the St Patrick’s School Council and its Chairperson and the Catholic Schools Office Wagga Wagga.