

St Patrick's Primary School, Brewarrina Annual School Report 2015



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ABOUT THIS REPORT

St Patrick's Parish Primary School, Brewarrina, is registered by the Board of Studies NSW and managed by the Catholic Education Office (CEO), Diocese of Wilcannia Forbes. The CEO is the 'approved authority' for The Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report for this year 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 outlines information regarding School Review and Improvement initiatives and developments of major interest and importance to the school community during the year. It also details the achievements arising from the School's annual planning.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office. It complements and is supplementary to school newsletters and other regular communication.

Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and will be available on the school's website by 30th June 2015.

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

St Patrick's is a small rural Kindergarten to Year 6 Catholic School in the Wilcannia Forbes Diocese. In 2014, the school had an enrolment of 57 students (K-6) with an indigenous enrolment of 63 percent. St Patrick's is committed to providing a comprehensive Catholic education in a caring, family focused environment.

We celebrate Catholic life and have a focus on Gospel values in the daily life of the school community. Our core values include honesty, forgiveness, understanding, care, compassion, trust, respect, integrity, tolerance, acceptance and inclusion. These values underpin our school mantra "Safe Respectful Learners Just like St Patrick". We strive to foster the dignity, self-esteem and integrity of each person. The school recognises and celebrates God in everyday life by "Making Jesus Real".

Whilst we have had individual and team successes in sporting, cultural and academic endeavours and general success as a school community over the year, by far our greatest achievement is in the students themselves

I take this opportunity to sincerely thank the students, staff and parents for their hard work and ongoing commitment to the school. It has been a most rewarding year of learning and teaching with many highlights. Again, it has been a pleasure working with committed staff, supportive families and enthusiastic students.

I certify that information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's progress, achievements and areas for development.

Sharon Ferrari
Principal

Student Body Message

Our last year at school has been a real highlight with Lake Keepit being at the top of the list. Camp gave us the opportunity to spend time with our friends and teachers and develop new relationships with everyone. We got to do a range of activities that all required team-work and trust. Gold Day was another highlight of our last year in primary school. It was rewarding being able to work in small teams to set up campsites that were similar to those you would have found on the Australian Goldfields. It was fun being dressed up while we searched for Gold and tried to protect our belongings from the Bushrangers.

It has been an honour to lead our school this year and we have taken pride in our school over the years we have been here. We wish the leaders of 2016 all the best and we know that you will have as much pride in our school as we have.

Thank you to all the teachers who have taught and inspired us over the past six years. Most of all, we would like to thank our parents for their love and guidance they have given us and continue to give us.

SECTION TWO: SCHOOL FEATURES

St Patrick's Parish Primary school is a Catholic Systemic co-educational school located in Brewarrina. The school caters for students in Kindergarten to Year Six and has a current enrolment of fifty two students. In 1894 the Sisters of Mercy from Bourke came to Brewarrina to open the Catholic School. The generosity and hard work of the pioneer sisters and those who followed right up until the early 1990's has given the school an enduring ethic of dedication and compassion. Many of the present-day parents, grandparents and teachers were educated here and owe their early education to those Sisters.

Our Achievements

- School initiatives continued this year to address attendance and engagement. The daily 'Breakfast Club' and 'Homework Centre' continued this year to assist all students.
- Three St Patrick's students represented our school at the annual Moorambilla performance.
- We celebrated Catholic Schools Week, a fabulous week that showcased our many gifts and talents at St Patrick's.
- We developed a relationship with the students and staff from St Joseph's Secondary Students, Echuca and Magdalene College, Narellan. Eighteen students and three staff from St Joseph's visited our school and volunteered their time at our school and parish. Students painted a mural "Walking Together" with our Aboriginal Education Worker (AEW) which represents the relationship and journey the two schools have been on over the past three years. They also created a remembrance garden at the front of the school. Both schools prepared morning tea for parents, organised playground games at lunch and recess and assisted teachers in classrooms with lessons involving Sport and Art. We look forward to St Joseph's return in 2016 and our visit to Magdalen College in 2016.
- Personalised Learning Plans were set for most students at St Patrick's. This engagement between teachers, parents/guardians and students created a positive atmosphere at our school.
- We have worked hard to create positive communication and engagement between staff, students, parents, community and the parish.
- We celebrated National Aborigines and Islanders Day Observance Committee (NAIDOC) week activities at St Patrick's and also with the Central School, Brewarrina.

- We integrated the use of technology, in particular iPads, as an authentic learning tool through all Key Learning Areas. Google docs has played a major role in teaching and learning, especially in the higher grades.
- Relationships between St Patricks and Medicare Local have continued to develop. Our school is visited weekly by the dietician who cooks with our Year 6 students. Once each term dieticians from Medicare Local visit and cook with a class using produce from the school garden.
- Leadership and reflection retreats for our Year 6 students provided a process for our students to create meaning with their school experiences.
- The development of the professional learning community at our school is an ongoing process. Professional learning is documented and shared with staff following the experience. Professional learning has included the NSW Syllabus documents, Running Records and Chromebooks.
- We hosted the annual school visits from Healthy Harold.
- Excursions were held: Primary Excursion to Lake Tamworth, Infants Excursion to Lightning Ridge. Both provided enriching learning experiences outside the classroom environment.

SECTION THREE: STUDENT PROFILE

Student Enrolment

The school caters for students in Kindergarten to Year 6. Students attending this school come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015:

Girls	Boys	LBOTE*	Total Students
27	30		57

* Language Background Other than English

Enrolment Policy

Our school follows the Enrolment Policy and the Guidelines for Enrolment of Students with Special Needs (*CEO Intranet*) that states-

- Catholic schools contribute to the mission of the Wilcannia Forbes Diocese by educating and forming students in Catholic discipleship by offering them experiences of following Jesus as members of the Catholic community. Catholic schools have traditionally aimed to support Catholic parents in their role of educating their children in the faith.
- At least 75% of the children enrolled should be baptised Catholics. Variations to this can be made in each parish by the Parish Priest and Principal.
- The decision to enrol a student with a disability will depend on an appraisal of a number of factors, including the student's support needs in areas such as curriculum, mobility,

social skills, personal care and communication, the expressed desires of parents and caregivers and the capacity of the school to provide the level of support services required. Appraisals will involve Catholic Education Office personnel, parents or caregivers and may include documentation from medical practitioners, other health and education professionals and the advice of experts in the field of the particular disability.

- Children must be aged five by 30 April of the year of enrolment before being enrolled in Kindergarten. In exceptional cases acceleration to each level of schooling should be considered.

Student Attendance Profile

Our school follows the Catholic Education Office's Guidelines and Procedures for the Management of Student Attendance to reflect amendments to the NSW Education Act. These procedures are located on The Catholic Education Office intranet.

The average student attendance rate for the school during 2015 was **84%**.

School attendance rates aggregated by year group are shown in the following table.

Attendance Rates by Year Group	
Kindergarten	84.5
Year 1	91
Year 2	75.5
Year 3	83.5
Year 4	85
Year 5	83
Year 6	84.5

Attendance at St Patrick's has been a major focus. Each day our school 'Counts Off' to ascertain how many students are at school. There is great joy at our school when we are above 95%. It is pleasing to note that when a child is absent the majority of our parents communicate their absence by phone, note or email. 100% attendance has been attained on certain days and staff and students were equally happy. Our school endeavours to encourage attendance with our daily breakfast club, positive parental engagement, home visits by class teachers/Principal with support from our Aboriginal Education Worker, positive incentives at school and a vibrant curriculum that encourages students to attend school.

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, monitors part or whole day absences.

School staff, under the Principal's leadership, supports 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;
- 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;
- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- The Director or relevant school consultant is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

SECTION FOUR: STAFFING PROFILE

In 2015 the staff profile consisted of:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
6	8	14

*This number includes 5 full-time teachers and 1 part-time teacher.

Percentage of staff who are indigenous	36%
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Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Patrick's staff. During 2015 school personnel undertook a range of professional learning activities related to improving student outcomes.

The school held four whole school development days and three twilight meetings this year with the areas of focus as follows:

Term 1	<ul style="list-style-type: none"> • Day 1 -Beginning of the year induction • Day 2 - Technology Chrome Books
Term 2	<ul style="list-style-type: none"> • Cultural Awareness-twilight
Term 3	<ul style="list-style-type: none"> • Day 3- HSIE- <i>History K–6 Syllabus</i> • Australian Professional Standards for Teachers - twilight • Kids Matter- twilight
Term 4	<ul style="list-style-type: none"> • Day 4 Kids Matter training

Other professional learning activities provided:-

- Child Protection- 7 teachers
- Sharing our Story -2 teachers
- Religious Education Mustard Seed- 2 teachers
- Religious Education Coordinator Cluster meetings – 1 teacher
- Leader of Curriculum Teacher - 1 teacher
- Principal’s Meetings (4 occasions) - 1 Principal
- Kid’s Matter-Mental Health and Wellbeing-all staff
- Extending Mathematical Understanding (EMU) leadership course - 2 teachers
- EMU specialist teachers - 2 teachers
- Ralph Pizzorro - Teaching Aboriginal Students - 4 teachers
- Live Life Well - 1 teacher
- Transition to Big School - 1 teacher
- Cultural Awareness - all staff
- Learning Intentions/Success Criteria - all teaching staff
- AEW Conference - 2 AEW’s
- Australian Professional Standards for Teachers - all teaching staff
- Positive Behaviour Management - 2 teachers

The average expenditure in 2015 by the school on professional learning was **\$2300**.

Teacher Standards

The following table sets out the number of teachers who fall into each of the three categories determined by the Board of Studies:

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	6
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	
3	Those not having qualifications described in 1 or 2 above but having relevant successful teaching experience or appropriate relevant knowledge.	

Teacher Attendance and Retention

The average daily teacher attendance rate for 2015 was 97.54%. This does not include planned leave such as maternity or long service leave. The teacher retention rate from 2014 to 2015 was 80%.

SECTION FIVE: CATHOLIC LIFE AND RELIGIOUS EDUCATION

Catholic Schools have a unique role in the evangelising and educating mission of the Church. As a key ministry of parishes and the diocese, Catholic schools encourage and support parents in their responsibility for the faith formation of their children. This formation is supported by prayer and opportunities to participate in the life, mission and liturgy of the broader Catholic community.

Liturgical Life

The Parish Priest travels to Brewarrina from Bourke to celebrate the Eucharist with the Parish once a month and with our school during the term. At St Patrick's School we celebrate significant liturgical events with school liturgies and Masses. We celebrate many significant liturgical feasts, notably Saint Patrick, Mary Help of Christians, St Mary of the Cross, Mary MacKillop as well as National Aborigines and Islanders Day Observance Committee (NAIDOC) Week, ANZAC Day and Remembrance Day.

The school has also helped with the preparations for receiving three of the Church's Sacraments this year. The Sacrament of Confirmation, the Sacrament of Reconciliation and the Sacrament of First Eucharist were celebrated. Thank you to our Parish Priest and to our Diocesan Bishop for supporting us with these special occasions in a young person's faith development.

Parish Involvement

Our Parish Coordinator is a supportive member of the parish and our school and we are very grateful for all her assistance in 2015. The Parish community is invited to our weekly assemblies, our school liturgies and important celebrations. Our links with the Parish Community are at Sunday Eucharistic celebrations, significant Liturgical celebrations such as Easter and Christmas and Sacramental events. Two of our staff members have become leaders in the Parish and help with leading liturgies in the absence of a Priest on Sundays. Our children are encouraged to participate in the weekly liturgical events within the Parish and are involved in reading the Prayers of the Faithful.

Religion Program

St Patrick's Parish Primary School has a comprehensive Religious Education program. 'Sharing Our Story' is the resource on which all teaching is based. This resource focuses on the Shared Christian Praxis method of teaching Religion to children.

Students receive a thirty minute lesson daily. The Religion program is developmental and covers the areas of God, Church, Jesus, Prayer, Christian Life, Scripture and Sacraments. The sequence of learning was changed to support the three classes we have at St Patrick's. Throughout the year students in Years Five and Six participate in reflection days during which key themes from their Religion programme are the focus.

Students in Year 6 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake the Sydney Archdiocesan Religious Education 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) was 20.8.

Students in Year 4 in Catholic Schools in the Diocese of Wilcannia-Forbes undertake an online Religious Literacy Assessment. The test consists of 35 multiple choice questions that are drawn from the seven strands of the Religion Program, *Sharing Our Story*: God, Jesus, Church, Scripture, Sacraments and Christian Life. The questions related to their learning in Religion up to and including Year 4. While the questions were not the same for each student, the assessment was of equal difficulty overall. Results of the test are analysed by teachers and are used to inform teaching and learning in Religious Education. Our schools average result (as a mark out of 35) was 16.5.

SECTION SIX: CURRICULUM

The school provides an educational program based on, and taught in accordance with the board of Studies 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 Education Office Wilcannia-Forbes.

Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Aboriginal Education

This year we had 33 Aboriginal students in our school, which is 60% of our enrolment. Our Aboriginal Education Workers (AEWs) supported Aboriginal children and assisted staff in presenting Aboriginal perspectives, reading daily with students, home visits and the coordination of our Homework Club. A highlight of the year was the AEW's Cultural Awareness Program developed by the AEWs, with the support of the Aboriginal Education Officer (Catholic Education Office) and the Principal. The AEWs held a staff awareness evening and then, with the Principal, developed a unit of work for the students based around the Fish Traps of Brewarrina. Two beautiful murals were painted to connect our school with community. During NAIDOC week celebrations, St Patrick's staff and students joined Brewarrina Central School in their NAIDOC celebrations, including participating in the Aboriginal march down the main street of Brewarrina.

Information Communication Technology (ICT)

St Patrick's places a high level of importance in integrating the use of technology into classroom programs through the use of interactive white boards, Chromebooks and iPads. The roll out of Chromebooks has been the focus for 2015. This year staff has focused on integrating technology into their literacy, numeracy and other Key Learning Areas wherever possible using Chromebooks. St Patrick's staff recognises the importance of using ICT to support and develop students' 21st century learning skills. Staff are supported in this integration by the ICT teacher who develops professional development staff meetings, models ICT lessons in classrooms and assists all staff in accessing the available technologies. Google docs have played a major role in enhancing teaching and learning especially in the higher grades.

St Patrick's has a comprehensive ICT policy which ensures that all staff and students are aware of the expected code of conduct in using these technologies. All students and parents are expected to sign a user agreement form. In addition to this, students are supported in their use of technology through a thorough cyber safety program which is taught by the ICT teacher throughout the year.

Drug Education

During 2015, all children at St Patrick's participated in the drug and alcohol education program offered through the Life Education program. The visit to Healthy Harold was well received by the students who were also taught drug safety units within their Personal Development and Health units.

Students with Disabilities

In 2015 support for students with learning disabilities was provided by Government funding. These students were supported in an inclusive teaching environment by Individual Education Programs, which were developed with the Special Education teacher, class teacher and parents. Adjustments were made to the various focus areas, including curriculum, communication, safety and social skills. A teacher's assistant has been employed to support the needs of these students.

Student Leadership

Our School Leaders are elected from our Year 6 class, with a boy and girl School Captain and House Captains (Benedict and Mackillop). All year 6 students are leaders of our school. All Year 6 students participated in an externally organised leadership program which helped each student grow in the understanding of leadership. Year 6 began the year at a cluster reflection day held at St John's, Cobar.

As our School Captains are elected from the current Year 5 class to be leaders in the school during the following year, this year a focus on leadership was provided early in Term 4.

Country Area Program

Country Area Program (CAP) funding assisted all of our Primary students to attend the Lake Keepit excursion in Term 4. It also provided funding for professional development for teachers to attend a workshop on Teaching Aboriginal Students.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

Students in Years 3 and 5 sat the National Assessment Program in Literacy and Numeracy (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs.

The information provided shows the percentages of students who achieved particular skill bands compared with state performance, and the percentage of students who achieved at or

above national minimum standards. Student results are reported in six skill bands as noted in the table. Literacy is reported in four content strands (components): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement. Band 1 in Year 3 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 2 in Year 3 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 3 band distributions and % of students at or above national minimum:

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	School	25.0	25.0	25.0	12.5	12.5	0	75
	State	4.3	5.7	19.0	21.0	19.5	29.7	
Writing	School	0	12.5	25.0	50.0	12.5	0	100
	State	1.8	4.3	16.4	23.0	38.5	15.9	
Spelling	School	25.0	12.5	50.0	12.5	0	0	75
	State	4.0	9.6	18.4	20.8	20.1	27.1	
Grammar & Punctuation	School	12.5	0	62.5	12.5	12.5	0	87.5
	State	4.1	7.3	12.6	23.6	20.4	32.1	
Numeracy	School	12.5	37.5	37.5	12.5	0	0	87.5
	State	4.4	12.6	21.1	23.8	19.3	18.8	

Student percentages are not a key indicator in a small school environment. The performance of one student has significant impact on the overall results, with only eight students completing the 2015 NAPLAN Assessment. Targets have been set to address inference in comprehension and maintenance in Mathematics in all years.

Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Band 3 in Year 5 represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Band 4 in Year 5 represents students who are achieving AT the NMS. Students in all other bands are achieving ABOVE the NMS.

Year 5 band distributions and % of students at or above national minimum:

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	School	25.0	0	0	25.0	50.0	0	75
	State	4.6	15.0	20.7	21.8	20.5	17.5	
Writing	School	0	50.0	25.0	25.0	0	0	100
	State	5.8	8.7	32.6	31.5	15.2	6.2	
Spelling	School	0	50.0	0	25.0	25.0	0	100
	State	4.5	10.4	20.0	25.2	27.0	12.9	
Grammar & Punctuation	School	25.0	0	0	25.0	25.0	25.0	75
	State	6.6	10.7	22.5	21.5	20.6	18.1	
Numeracy	School	0	50.0	0	25.0	25.0	0	100
	State	3.0	15.3	25.3	25.6	16.6	14.1	

Student percentages are not a key indicator in a small school environment. The performance of one student has significant impact on the overall results, with only four students' completing the 2015 NAPLAN Assessment. Targets have been set for 2016 to address the Numeracy and Literacy results. Targets have also been set to address inference in comprehension and maintenance in Mathematics in all years.

SECTION EIGHT: PASTORAL CARE AND WELLBEING

Catholic Schools in the Diocese of Wilcannia-Forbes are committed to safe and supportive school environments. Our school is guided by relevant policies, procedures and guidelines that are found on the Catholic Education Office Intranet.

Student Welfare Policy

The Pastoral Care Policy is based on the Mission of the Catholic Church and reflects the values of respect and forgiveness. It aims to foster in students self-discipline and respect for the dignity and worth of self and others. It aims to develop students' understanding of their rights and their corresponding responsibilities to respect and protect the rights of others.

The full text of the School's Pastoral Care Policy may be accessed on the school's website or at the administration office.

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.

St Patrick's is a school that aims to foster and participate in the faith development of the whole school community, placing an emphasis on Gospel values. As a faith community we are dedicated to the task of creating a culture strongly influenced by the Gospel values of love, understanding and respect.

St. Patrick's School is a school that seeks to instil pride, commitment and humour in the children in its care. The students are challenged to achieve their best in an accepting, supportive and friendly environment. Our students are encouraged, guided and supported to become 'Safe, Respectful Learners, just like St Patrick'.

Our school community strives to develop cultural harmony. We encourage families to participate in the life of the parish and the community, and provide a sensitive environment for parents and caregivers in their quest to educate children to their individual potential.

Our Behaviour Management beliefs are underpinned by the 'Restorative Practice Framework'. We aim to develop community and manage conflict and tensions by repairing harm and strengthening relationships. **Corporal Punishment is prohibited at St Patrick's school.**

All aspects of our students' education are seen as a partnership between school and home. We therefore acknowledge the role that parents/caregivers play in the management of their children's behaviour.

This year modifications were made to this policy to include "check in" and "check out" modifications and procedures for students needing support with their behaviour. We have also implemented assembly awards and Principal awards to acknowledge Safe, Respectful Learners.

The full text of the School's Student Discipline Policy may be accessed on the school's website or at the administration office.

Anti-Bullying Policy

Our school rejects all forms of bullying and strives to develop a school community that respects the dignity of each person by promoting human rights, human dignity, social justice and peace. **All members of the school community are expected to contribute to the prevention of bullying by modelling and promoting appropriate behaviour and respectful relationships.** The school takes responsibility for implementing anti-bullying programs and takes a proactive approach to prevent bullying from occurring in the first place. As a community we aim to foster

positive self-esteem, understanding, forgiveness, personal responsibility and informed decision making.

When an incident of bullying occurs, the procedures outlined in the policy are followed. This year no modifications were made to this policy.

Complaints and Grievances

The Diocesan Resolution of Complaints Policy (*CEO Intranet*) forms an important element in the Diocese's commitment to ensuring a safe and supportive environment for school communities. St Patrick's Parish Primary School follows these procedures.

Initiatives Promoting Respect and Responsibility

- A sustainable garden has been established at St Patrick's for the students to work in and enjoy the produce when cooking with the Medicare Local team and dietician.
- A process of "check in" and "check out" with the Wellbeing teacher has been implemented to support students.
- A whole school focus has been introduced to deal with social issues such as anger management and bullying. This has proven to be successful in building resilience in the students.

During the year, as part of the cyclical improvement process, our school community has reviewed the following policies

- Behaviour Management Plan
- Critical Incidents
- Work Health and Safety Plan
- Restorative Practice Plan
- P&F Constitution
- Child Protection
- Code of Conduct
- Complaints & Grievances
- Pastoral Care
- Staff Handbook
- Parent Handbook

Access to all policies and guidelines can be obtained by contacting the school office.

SECTION NINE: SCHOOL IMPROVEMENT

St Patrick's Primary School is committed to continuous improvement. System-wide processes support a culture of self-review and self-improvement to assist the school in achieving

improved learning outcomes and life opportunities for students. Each year the school develops an improvement plan (Framework for Strategic Planning) which identifies aspects for improvement and development. A wide range of data informs development of the plan. In collaboration with the Consultant the school engages in an annual evidence-based evaluation aiming at all times for quality, improvement and accountability.

Key Improvements Achieved in 2015

Increasing Parental and Community Engagement

Through using the following strategies, parental and community engagement was improved so that all parents and visitors felt welcomed at St Patrick's.

- Personalised Learning Plans each semester
- Effective communication using 'Skoolbag (IT), School notice board changed weekly to report school news, newsletter
- Formal and informal opportunities for parents and community to come to our school
- Principal attending community meetings
- Aboriginal Education Worker to support class teachers and Principal when communicating with parents and the community, particularly with home visits.

Increasing Learning and Engagement in English and Mathematics

Through using the following strategies, engagement and learning in English and Mathematics has become targeted to the student's needs:

- Implementing the NSW K-6 Syllabus for English, Mathematics and Science
- Focusing on student engagement through implementing interesting and challenging lessons
- Organising ability groupings in English and Mathematics across Kindergarten to Year 6 according to data collected
- Appointment of Literacy and Numeracy Focus teachers Kindergarten to Year 6
- Putting Faces on the Data
- Mathematics maintenance to start each lesson
- Leadership and teacher professional development in Extending Mathematical Understanding and the implementation of the EMU program

Implementing the Diocesan high yield strategies using instructional walks, data walls, case management strategies and learning intention and success criteria

Through using the following strategies, high yield strategies have become a part of the business of school at St Patrick's:

- Instructional walks by the Principal
- Using data walls to guide student learning and guide teacher programming and the formation of groups for English and Mathematics

- Case management for students who are not meeting their learning goals
- Learning intentions and success criteria for most KLAs
- Personalised Learning Plans for all students

Implementing “Kids Matter” for the overall wellbeing and mental health of all students and staff

Through using the following strategies, the wellbeing and mental health of the students has been a focus:

- Wellbeing teacher developing an inclusive model for student learning
- Using a “checking in and checking out” process for students needing extra support with behaviour
- Offering a breakfast club
- Overseeing the social skills program
- Undertaking Kids Matter training and implementing the program into the school

Raising the profile of indigenous culture and heritage of the school community

Through using the following strategies, the Indigenous heritage of the school has been a focus:

- Celebrating NAIDOC day
- Using local indigenous resources e.g. fish traps, AEWs, community Elders and the Cultural Centre
- Undertaking a cultural immersion through excursions and projects
- Developing a unit of work with the AEWs focused on the “Fish Traps”. It will be taught to the whole school
- Painting Murals- “Walking Together” to represent the Dreamtime story of The Fish Traps and its connection to the Gospel story “Feeding the Five Thousand”.
- Providing information for the school community relating to our past Catholic history and traditions i.e. St Patrick, Mary MacKillop and St Benedict (Sports Houses)
- Acknowledging the previous Catholic traditions e.g. past Religious Orders at St Patrick’s, The Sisters of Mercy
- Completing an Artwork on the timber Cross, to connect to the traditions of the school and the local community
- Reframing of historical artworks of St Patrick and Mary of the Perpetual Succour - highlighting traditions and the Sisters of Mercy

Priority Improvements for 2016

The priorities for 2016 will follow the focus from 2015 with the implementing of the Australian Curriculum and high yielding strategies introduced from the Catholic Education Office. The priorities are as follows:-

Raising the profile of indigenous culture and Religious heritage of the school community

Strategies to achieve this target include:

- Integrating Catholic faith with Indigenous spirituality
- Involvement in the CEO pilot project to develop Indigenous language and culture
- Celebrating NAIDOC day
- Wellbeing - training in “ Kids Matter” and implementing it into the school
- Using local indigenous resources e.g. fish traps, AEWs, community Elders and the local Cultural Centre
- Information for the school community relating to our past history and traditions i.e. St Patrick, Mary MacKillop and St Benedict (Sports Houses)
- Acknowledging the previous Catholic traditions e.g. past Religious Orders at St Patrick’s, The Sisters of Mercy

Continuing to develop the strategies to improve students’ learning and engagement in English and Mathematics

Strategies to achieve this target include:

- Implementing the NSW Syllabus for English, Mathematics and Science
- Using ability groupings in English and Mathematics for Years K-6
- Implementing the ‘Pre-Lit’ program for Kindergarten in Term 1 2016
- Appointing Literacy and Numeracy focus teachers for Years K-6
- Focusing on student engagement through implementing interesting and challenging lessons
- Improving NAPLAN results
- Introducing Mathematics maintenance to commence each lesson

Continuing to imbed Diocesan the high yield strategies using instructional walks, data walls, case management strategies and learning intention and success criteria

Strategies to achieve this target include:

- Instructional undertaken initially by executive staff, and then with classroom teachers
- Using data walls to guide student learning and guide teacher programming
- Case management for students who are not meeting their learning goals
- Teachers constructing learning intentions and success criteria for most KLAs
- Developing Personalised Learning Plans for all students

Continuing to imbed the framework of “Kids Matter” for the overall wellbeing and mental health of all students and staff

Strategies to achieve this target include:

- The Wellbeing teacher, with the support of staff, continuing to embed an inclusive model for student learning
- Using a “checking in and checking out” process for students needing extra support with behaviour
- Offering a breakfast club
- Overseeing the social skills program
- Kids Matter training and implementation into the school
- Restorative Practises training for new staff

SECTION TEN: 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

Parent surveys revealed that parents felt welcomed and informed about happenings at the school. There was a positive response to student pastoral care and the teaching of Religion. It was pleasing to note that a majority of parents felt that the teachers provided a stimulating and challenging environment for their child, and that teachers were always looking for ways to improve what they did. Parents were generally satisfied with the school buildings and facilities. Parents felt that they could talk about their child’s progress with the teacher, however, some parents felt that the school could provide more helpful information about their child’s progress.

Student Satisfaction

Student surveys revealed that students generally liked what they are learning at school and are positive about their schooling at St Patrick’s. The majority of students felt they have improved in Mathematics but still need development in Writing. Students reported that they feel safe at school. They also felt that school leaders should have more opportunities at school through the leadership programme.

Teacher Satisfaction

Teachers believe that there is a positive work environment and that the school is a welcoming and inclusive community. Teachers are satisfied with the academic performance of students. Teachers and support staff felt that they had opportunity for input into decision making and that they collaborated to plan for instruction and school activities and used assessment information to plan for instruction. The need for increased involvement by parents in decision making regarding students' educational needs was noted. Teachers felt that students are well behaved and are expected to do well. They indicated that there are opportunities for professional development. They believe that students are deepening their knowledge of Religion but opportunities for social justice are limited.

SECTION ELEVEN: FINANCIAL STATEMENT

A full copy of the school's 2015 financial statement is tabled at the Annual General Meeting of the School Committee. Further details concerning the statement can be obtained by contacting the school.

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2015 year is detailed below:

RECURRENT AND CAPITAL INCOME		RECURRENT AND CAPITAL EXPENDITURE	
Commonwealth Recurrent Grants	\$257,036	Capital Expenditure	\$47
Government Capital Grants	\$0	Salaries and Related Expenses	\$1,046,711
State Recurrent Grants	\$1,019,402	Non-Salary Expenses	\$241,404
Fees and Private Income	\$68,456	Total Expenditure	\$1,288,162
Other Capital Income	\$9,113		
Total Income	\$1,354,007		

Notes

Commonwealth Recurrent Grants include recurrent per capita grants and special purpose grants.

Government Capital Grants include all capital grants received from the Commonwealth and State governments.

State Recurrent Grants include recurrent grants per capita, special purpose grants and interest subsidy grants.

Fees and Private Income include Diocesan and school-based fees, excursions and other private income.

Other Capital Income includes building levies and capital donations used to fund capital expenditure.

Capital Expenditure includes expenditure on school buildings and furniture and equipment.

Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.

Non Salary Expenses include all other non salary recurrent expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.