ST PATRICK’S PARISH SCHOOL
444 Kiewa Street, Albury
Principal ~ Mr Bede Hart
Assistant Principal ~ Mrs Marie Cameron
Email: info@spa.wagga.catholic.edu.au
Website: www.spa.wagga.catholic.edu.au
Phone: 02 6021 4464
Fax: 02 6021 3469

Vision Statement
The vision of St Patrick’s School is to be a community which bears witness to Gospel values and celebrates our faith traditions. It will be committed to the development of the whole child - a child who is principled.

Mission Statement
St. Patrick’s School is committed to being:

A Community of Faith
- Promoting the Kingdom of God on earth through the love of God, involvement and celebration.
- Centred on Christ and the Sacramental life of the church.
- Increasing the relevance of faith through relating our life experiences to Jesus Christ.
- Knowing and teaching the Gospel values by example.
- Using Jesus as our model to teach children to reflect on their actions.
- Teaching the children that God also works through other religions and faiths.

A Community of Learning
- Promoting the Kingdom of God on earth through the love of God, involvement and celebration.
- Centred on Christ and the Sacramental life of the church.
- Increasing the relevance of faith through relating our life experiences to Jesus Christ.
- Knowing and teaching the Gospel values by example.
- Using Jesus as our model to teach children to reflect on their actions.
- Teaching the children that God also works through other religions and faiths.
- Providing for individual differences and assisting children to find and nurture their skills and talents.
- Supporting excellence and achievement through the provision of a comprehensive, quality curriculum.
- Valuing excellence and achievement through acknowledgment and recognition.
- Supporting staff and valuing their dedication and skill.
- Modelling the integration of Catholic faith and learning.
- Supporting the use of technology as a specific, sequential and purposeful means of learning and teaching.
- Providing the opportunity for professional dialogue, to enhance learning and teaching practices.

A Community of Service
- Acknowledging, complementing and supporting the role of parents in our school.
- Involving our children in the local and parish communities through partnership with our priests and community personnel.
- Promoting outreach to the poor and disadvantaged.
- Acknowledging the gifts of those in our community and promoting and modelling the use of these to benefit others.
- Promoting an awareness of the creation of God and our role within the global community.

A Community of Care
- Creating situations which are welcoming and inclusive of children, their families and culture.
- Respecting the dignity and unique nature of the children in our community through modelling and listening.
- Establishing mutually agreed upon norms to nurture a safe, secure and stimulating environment conducive to learning.
- Through the establishment of high behavioural expectations, creating fairness and justice within appropriate discipline structures.
- Promoting self-esteem and critical thinking in students through the encouragement of a positive outlook.

My children, we are to be just words on mere talk, but something real and active. Only by this can we be certain that we are children of the truth. (John 1:18:14)
**HISTORY:**

Primary schooling was commenced in St. Patrick's Parish in 1855. The Christian Brothers, Sisters of the Mercy Order, and lay teachers have a proud place in the provision of Catholic education in the Parish.

Important dates include:-

- 1855 Catholic school first opens in Albury
- 1868 Mother Mary Ignatius Murphy and six Sisters of Mercy arrive in Albury
- 1898 Patrician Brothers begin a school in Albury
- 1916 Christian Brothers begin teaching in Albury
- 1978 The establishment of St. Patrick's Parish School as a co-educational K - 6 primary school.

The amalgamation of St. Brigid's School and Christian Brother's College in 1978 saw the establishment of a multi-campus co-educational primary school.

**DISCIPLINE**

1. We believe that discipline means guiding the child towards self-control and self-direction. It can never be reduced to the mere enforcement of a set of rules.

2. We see our task not merely as curbing misbehaviour but as promoting constructive and positive behaviour.

3. We believe that all human beings - including teachers - have the right to be treated with respect and courtesy.

4. We see the development of a healthy self-concept in children as a major pre-requisite for sound discipline.

5. We accept that a well-planned curriculum is a foundation for good classroom discipline.

6. We believe that constructive discipline grows out of a warm pupil-teacher relationship.

7. We accept responsibility, along with home and community, for helping our children develop socially acceptable behaviour.
DESIRED ABILITIES IN PUPILS

Guiding Principles:

The adults our children will need to become
We must hold firmly in place a vision for the kinds of adults our young people need to become and understand the principles that drive this vision. St. Patrick’s Parish School is committed to helping children grow into adults.

Spiritual
People who have developed a sense of wonder, awe and mystery as an important foundation for their spiritual life, who understand prayer as crucial in building a relationship with God, who demonstrate familiarity with scripture and an understanding of the teachings and traditions of the Catholic church a ‘cornerstone’ toward achieving this relationship.

Inquirers
People with a lifelong love of, and search for, learning; people who are curious, who question, who know how to investigate and have the skills to conduct constructive, purposeful research into a wide variety of topics and issues.

Thinkers
People who are able to think creatively and critically, who can make sound decisions and tackle complex problems, who know how to access, use and apply learning processes and information in many different contexts.

Reflective
People who are accustomed to thinking about their thinking and learning, who reflect before action, during action, and after action, who are able to analyse their strengths and weaknesses in a thoughtful, constructive manner, and work toward improvement through purposeful planning and goal-setting.

Adaptable
People who exhibit a healthy ‘change quotient’ i.e. who welcome and question change, and know how to work with change; people who use their initiative to explore and create new roles, ideas and strategies, who are open-minded, resourceful and flexible, who take risks in their learning.
Knowledgeable
People who have a deep understanding of significant ideas and concepts which have personal as well as global relevance and importance, who can see patterns and relationships in systems and daily life, and use them to make connections between ideas.

Communicators
People who can receive, express and represent ideas and information in multiple modes and forms, and make appropriate choices for a wide range of audiences.

Collaborative
People who know how to work effectively with others, who demonstrate appropriate teamwork and interpersonal skills in a wide variety of work and personal situations.

Principled
People with a distinguishing combination of emotion, intellectual and moral qualities, such as perseverance, courage, loyalty, honesty, a sense of justice and fairness, respect for self and others, confidence, who work to live these qualities in all aspects of their lives. In our Catholic schools, these principles are the values by which Jesus lived, i.e. Gospel values.

Caring
People who show sensitivity towards the needs and feelings of others, who have a sense of responsibility and commitment to action and service involving social justice issues, situations and causes beyond themselves.

Global Citizens
People who are able to view the world as an integrated community, who understand interdependence, who value cultural diversity, who are able to take the perspective of other people, and consider a range of viewpoints in decision-making, relationships and daily life.

Healthy
People who understand the importance of physical and mental balance and personal well-being, who have a positive relationship with themselves as well as with others, who demonstrate a sense of individual and group responsibility.

Today’s Children,
Tomorrow’s Adults
Learning Communities: a ‘big picture’ framework

These guiding principles help us to hold clear long term goals for the children we teach. These are the outcomes that ultimately matter. They provide the doorway into how we approach curriculum. They drive the curriculum, rather than the other way round.

‘Great teachers….carry inside their hearts and their head, as part of their deep inner core, an enduring set of principles by which they teach and lead….such principles offer guidelines against which to measure the worth of external resources. They provide a holistic or ‘big’ picture for us all to work towards…. (Dalton & Boyd, 1992)

These principles can best be realised through student membership of caring and effective learning communities, where the spirit of support and challenge work in harmony, where relationship is the glue that holds the community together, and where gospel values such as respect, acceptance, and inclusion are the foundation upon which everything else is built.

There is growing acceptance of the idea that general improvements in student academic performance and social and moral development will only occur when classrooms become learning communities…..’ (Sergiovanni, 1996)
SCHOOL POLICIES AND PROGRAMS ~ AN OVERVIEW

RELIGIOUS EDUCATION
- Sacramental Programs
- Daily lessons in faith
- Parish involvement

CREATIVE ARTS
Music - based on board of Studies syllabus as well as Upbeat program
Speech & Drama electives (outside school hours)
Visual Arts – making and appreciating artwork
Drama/Dance

PARENTAL INVOLVEMENT
School Council, School Teams such as - Social Committee, Working Bees, Uniform Shop, Canteen, Sport Helpers and Coaches, Classroom helpers, Parent tutors.

HUMAN SOCIETY & ITS ENVIRONMENT
- Students develop knowledge and understandings about the interactions between people, cultures, societies and environments throughout time with emphasis on the contemporary.

SPECIAL EDUCATION
Early Intervention Programs
- Reading Recovery
- Numeracy for All
Integration of children with disabilities

MATHEMATICS
Skills of working mathematically are developed through the study of the content areas of Number, Pattern & Algebra, Data, Measurement, Space & Geometry.

PHYSICAL EDUCATION
Perceptual Motor Program (Kinder, Grade One)
Weekly PE lessons
Fitness skills
Inter - school sport and school based sport
Winter - Basketball, Netball, Football, Hockey, Soccer
Summer - Cricket, Softball, T. Ball
Leisure sports e.g. Dance

SCIENCE AND TECHNOLOGY
Primary investigations program implemented across the school
Computer- based technologies used to enhance teaching/learning
Years K-6 networked with internet access

HEALTH
- Safe living program
- Life Education Van
- Weekly Lessons

PASTORAL CARE
Home visitation Out of School Hours Care
School Counsellor Parenting workshops
Student Council Uniform Shop
Book Club Positive Discipline
Pupil Banking

PERSONAL DEVELOPMENT
Programs - Family Life
- Child Safety

(Multi-cultural, Asian Studies, Aboriginal and Non-Sexist Education together with Media Studies and Computer Education are incorporated into the Key Learning Areas.)
INTEGRATED LEARNING

Primary teachers do not see learning as something that can be neatly boxed into separate subjects.

They know, for instance, that when a child is working with a group on a science experiment, he or she might well be questioning and explaining, writing down observations, drawing graphs, calculating results, consulting references and so on.

Learning here crosses all subject boundaries. Teachers call this INTEGRATION. They value it greatly and go out of their way to plan for it to occur. It is sometimes referred to as “learning across the curriculum”.

KEY LEARNING AREAS

For the sake of convenience, classroom programs are usually developed in each of the major learning areas although some teachers favour direct planning for integrated learning. The major learning areas are:

- Religious Education

- Creative and Practical Arts (including Music, Visual Arts, Drama and Dance)

- English (comprising Talking, Listening, Reading, Writing and Viewing)

- Human Society and the Environment

- Mathematics

- Personal Development, Health & Physical Education

- Science and Technology

Outcomes

Syllabus outcomes are specific statements of the results intended by the syllabus. These outcomes are achieved as students engage with the content of the syllabus. They are arranged in stages. The outcomes are statements of the knowledge and understandings and the skills expected to be gained by most students as a result of effective learning and teaching by the end of a stage. The stages of K-6 are:

- Early Stage 1: Kindergarten
- Stage 1: Years 1 and 2
- Stage 2: Years 3 and 4
- Stage 3: Years 5 and 6
RELIGIOUS EDUCATION

The Saint Patrick's Parish School Religious Education Curriculum is based on “Sharing Our Story” - Diocese of Parramatta program which has been endorsed by the Wagga Wagga Diocese.

FOCAL POINT

‘The Catholic School participates in the evangelizing mission of the Church and is the privileged environment in which Christian education is carried out.’
*The Catholic School on the Threshold of the Third Millennium, n.11.*

AIM

Our aim is to support the efforts of parents by providing a school community of faith in which each child can know and experience God's love and can grow in his/her relationship with himself/herself, others and God.

We hope to achieve this by:

- Developing a school Religious Education Curriculum from which R.E. Programs will be prepared, and
- Encouraging and nurturing a devotion to Mary, Mother of Jesus and our Mother;
- Developing a Christian atmosphere permeated with a spirit of mutual respect wherein Jesus Christ is the centre;
- Nurturing the faith of students through gradual assimilation of the truths of our faith;
- Encouraging an appreciation of the Word of God, especially through focusing on the Sunday Gospel readings;
- Providing experiences wherein students can come to understand and love their gift of faith, and the quality of daily life required of a child of God;
- Encouraging an attitude to prayer and nurturing a spirit of prayer;
- Inculcating values that are truly Christian, realizing that Jesus is the highest value of all;
- Encouraging children to make sound moral judgments on well formed conscience, and to put them into practice with a sense of personal commitment;
- Promoting active, conscious and genuine participation in the liturgy of the Church;
- Preparing children for the reception of the sacraments of Reconciliation, Eucharist and Confirmation.

SHARED CHRISTIAN PRAXIS

The core understandings of how to foster quality teaching and learning are wholly consistent with the overall approach to Religious Education known as shared Christian praxis.

Focusing (F) ~ The focusing activity introduces, orientates and motivates students to the study of the unit.

Naming (N) ~ Students are invited to name the life experience that relates to the topic.

Reflecting (R) ~ Students are given access to the Church’s Faith and Tradition relevant to the focusing theme and topic.

Integrating (I) ~ Students reflect on their own understandings, experience, views and questions in the light of the Christian Story and Vision.

Responding (R) ~ Students are challenged to identify appropriate ways of living the Christian life.
<table>
<thead>
<tr>
<th>Primary Unit Scope &amp; Sequence.</th>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Stage 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>1KC1</td>
<td>12C1</td>
<td>23C1</td>
<td>35C1</td>
</tr>
<tr>
<td>Year 1</td>
<td>God Loves Me</td>
<td>Jesus helps me love</td>
<td>Jesus shares our gifts</td>
<td>The parables of Jesus</td>
</tr>
<tr>
<td>Year 2</td>
<td>11C1</td>
<td>12C2</td>
<td>23C2</td>
<td>24C2</td>
</tr>
<tr>
<td>Year 3</td>
<td>Jesus our friend</td>
<td>Being Alone</td>
<td>Reaching Out</td>
<td>Year A: An invitation to believe</td>
</tr>
<tr>
<td>Year 4</td>
<td>12C3</td>
<td>23C3</td>
<td>24C3</td>
<td>24C4</td>
</tr>
<tr>
<td>Year 5</td>
<td>Never Alone</td>
<td>Journeying with Jesus</td>
<td>Promises &amp; Practices</td>
<td>Year C: A time for reconciliation</td>
</tr>
<tr>
<td>Year 6</td>
<td>12C4</td>
<td>23C4</td>
<td>24C5</td>
<td>35C2</td>
</tr>
<tr>
<td>Year 7</td>
<td>Jesus is with us</td>
<td>The journey to Emmaus</td>
<td>Passover: Exodus</td>
<td>The way of the cross</td>
</tr>
<tr>
<td>Year 8</td>
<td>12C5</td>
<td>23C5</td>
<td>24C6</td>
<td>35C3</td>
</tr>
<tr>
<td>Year 9</td>
<td>The Pentecost story</td>
<td>Sacraments of Initiation</td>
<td>New life</td>
<td>Follow me</td>
</tr>
<tr>
<td>Year 10</td>
<td>12C6</td>
<td>23C6</td>
<td>24C7</td>
<td>35C4</td>
</tr>
<tr>
<td>Year 11</td>
<td>Reconciliation: Belonging to a forgiving community</td>
<td>Mary: A woman of faith</td>
<td>Eucharist: The structure of the Mass</td>
<td>Stories of the early church</td>
</tr>
<tr>
<td>Year 12</td>
<td>12C7</td>
<td>23C7</td>
<td>24C8</td>
<td>35C5</td>
</tr>
<tr>
<td>Year 13</td>
<td>Senses: A gifts from God</td>
<td>*12C7</td>
<td>The Bible: A special book</td>
<td>Faith communities in my local area</td>
</tr>
<tr>
<td>Year 14</td>
<td>12C8</td>
<td>23C8</td>
<td>24C9</td>
<td>35C6</td>
</tr>
<tr>
<td>Year 15</td>
<td>Reconciliation: God's forgiveness and healing</td>
<td>Eucharist: Reconciliation:</td>
<td>Living the message of Jesus</td>
<td>Sacraments of Service</td>
</tr>
<tr>
<td>Year 16</td>
<td>12C9</td>
<td>23C9</td>
<td>24C10</td>
<td>35C7</td>
</tr>
<tr>
<td>Year 17</td>
<td>Waiting is over</td>
<td>The promise comes true</td>
<td>Year A: Prophets for Advent</td>
<td>Mission: Living and sharing in the mission of Jesus</td>
</tr>
<tr>
<td>Year 18</td>
<td>12C10</td>
<td>23C10</td>
<td>24C11</td>
<td>36C1</td>
</tr>
<tr>
<td>Year 19</td>
<td>A time to gather</td>
<td>Prepare</td>
<td>Year B: Be a joyful messenger</td>
<td>Servant leadership</td>
</tr>
<tr>
<td>Year 20</td>
<td>12C11</td>
<td>23C11</td>
<td>24C12</td>
<td>36C2</td>
</tr>
<tr>
<td>Year 21</td>
<td>The Nativity tree</td>
<td>Year C: A time for reconciliation</td>
<td>Year C: A invitation to believe</td>
<td>Crossroads</td>
</tr>
<tr>
<td>Year 22</td>
<td>12C12</td>
<td>23C12</td>
<td>24C13</td>
<td>36C3</td>
</tr>
<tr>
<td>Year 23</td>
<td>12C13</td>
<td>23C13</td>
<td>24C14</td>
<td>36C4</td>
</tr>
<tr>
<td>Year 24</td>
<td>12C14</td>
<td>23C14</td>
<td>24C15</td>
<td>36C5</td>
</tr>
<tr>
<td>Year 25</td>
<td>12C15</td>
<td>23C15</td>
<td>24C16</td>
<td>36C6</td>
</tr>
<tr>
<td>Year 26</td>
<td>12C16</td>
<td>23C16</td>
<td>24C17</td>
<td>36C7</td>
</tr>
<tr>
<td>Year 27</td>
<td>12C17</td>
<td>23C17</td>
<td>24C18</td>
<td>36C8</td>
</tr>
<tr>
<td>Year 28</td>
<td>12C18</td>
<td>23C18</td>
<td>24C19</td>
<td>36C9</td>
</tr>
<tr>
<td>Year 29</td>
<td>12C19</td>
<td>23C19</td>
<td>24C20</td>
<td>I Am Chosen</td>
</tr>
<tr>
<td>Year 30</td>
<td>12C20</td>
<td>23C20</td>
<td>24C21</td>
<td>Branching out</td>
</tr>
<tr>
<td>Year 31</td>
<td>12C21</td>
<td>23C21</td>
<td>24C22</td>
<td>The Jesse Tree</td>
</tr>
<tr>
<td>Year 32</td>
<td>12C22</td>
<td>23C22</td>
<td>24C23</td>
<td>Sing &amp; dance with joy</td>
</tr>
</tbody>
</table>

*IKC5A Community that celebrates God’s love
*IKC5 Year A: Servant leadership
*12C7 Eucharist: Nourishes us for the journey
*36C6 Stewards of creation
*35C7 Year A: Wake up and be ready
*35C8 Year B: I Am Chosen
*36C10 Branching out
*36C11 Year C: Sing & dance with joy
CREATIVE ARTS

Rationale:

Creative Arts---visual arts, music, drama, dance. Visual arts, music, drama and dance play a significant role in how meaning is made in peoples’ lives. These art forms also provide students and other people with opportunities to explore social and cultural values about spiritual and worldly beliefs in Australia and in other regions and cultures, and to celebrate, share and negotiate these values and beliefs. Through the arts, the diverse and pluralistic values of Australian cultures, including those of Aboriginal and Torres Strait Islander peoples, reflects the interests and aspirations of groups, and their identities.

Aim:

Creative Arts is designed to enable students to gain an increasing understanding and accomplishment in the visual arts, music, drama and dance and for students to appreciate the meanings and values that each of the art forms offer personally, culturally and as forms of communication.

Learning Overview:

Visual Arts: In visual arts students develop knowledge and understanding, skills, values and attitudes in Making and Appreciating by engaging with the concepts of artists, artworks, the audience and the world.
- **Making**: Making provides students with the opportunities to make artworks about different investigations of the world.
- **Appreciating**: Appreciating provides the students with opportunities to look at, talk about, read about and write about artists and artworks.

Music: In music students develop knowledge and understanding, skills, values and attitudes in Performance, Organizing Sound and Listening by experiencing musical concepts (duration, pitch, dynamics, tone, colour and structure) within a wide range of Repertoire through a sequential and planned process of teaching and learning.
- **Performing**: Performing is any act of music making in class time. A performance-singing, playing, moving- at an assembly or concert.
- **Organizing Sound**: The students will organize the raw material of sound in various ways to make music and explore the tonal qualities and effect of sounds produced from a range of sound sources and develop understanding, skills and confidence in making their own music.
- **Listening**: Students learn to recognize the presence or absence of sound, distinguish between sounds, identify and classify sounds, remember sounds, recall sequence of sounds, imagine sounds and predict sounds.

Drama: In drama students will develop knowledge and understanding skills, values and attitudes in Making, Performing and Appreciating by engaging in role, dramatic contexts, elements and forms.
- **Making**: Making drama provides students with the opportunities to engage in devising, shaping and symbolically representing imaginative situations, ideas, feelings, attitudes and beliefs.
- **Performing**: Performing drama provides students with opportunities to communicate their roles and imaginative ideas to others through voice and movement.
- **Appreciating**: Appreciating drama provides students with opportunities to describe, reflect and analyze their own drama work and that of others.

Dance: In dance students will develop knowledge and understanding, skills, values and attitudes in Performance, Composing and Appreciating by engaging with the elements of dance (action dynamics, time, space, relationships and structure) through a range of contexts within a planned and sequential process of learning and teaching.
• **Performing:** Performing involves developing bodily competence and confidence using the elements of dance with expressive qualities. Interpreting dance to communicate moods, feelings and ideas is essential to dance performance.

• **Composing:** Composing in dance involves students developing an understanding of the basic components of dance: dancers, movement, sound and physical settings and how these relate to why people dance, what a dance is about and what effect a dance might create.

• **Appreciating:** Appreciating involves responding to dance works by viewing, talking, writing and reading. It provides students with opportunities to analyze, value and reflect on their own work and the work of others in terms of personal, cultural and structural meanings.

**Values and Attitudes in the Creative Arts.**
The Arts exist within a framework of values. These are highly significant to students’ development of knowledge, understanding and skills in the artforms. They also assist students to understand and utilize the artforms as symbolic forms of communication.
ENGLISH:

RATIONALE:
Through programs based upon the English syllabus, students will develop knowledge, skills and understandings about the English language and literature. They will also learn to create and interpret a range of literary and factual texts. They will learn about the structure and grammar of these texts. Competence in English will enable students to learn about the role of language in their own lives and in their own and other cultures.

AIM:
The aim of the English syllabus is to encourage a positive attitude towards learning English, to develop students’ ability in using language effectively and to enable critical reflection on how language works.

OBJECTIVES:
Values & Attitudes: To develop students’ enjoyment, confidence and independence as language users and learners.
Skills: To develop students’ competence in learning and using language in a broad range of contexts.
Knowledge: To develop students’ knowledge and understanding of texts and how texts are structured within different contexts.

CONTENT:
TALKING AND LISTENING:
Students use spoken language to mix informally with teachers, peer and known adults in the classroom. Through their familiarity with using spoken English for school purposes, students mix with others in more complex ways. They learn to interact confidently and effectively in a variety of contexts and with a range of audiences. They listen attentively for both the general ideas and specific details. Later, they become aware of the ways in which the considered use of spoken language can entertain, inform and influence others. They plan, rehearse and reflect on the ways they listen and speak.

READING:
Reading is “… a message getting problem solving activity which increases in power and flexibility the more it is practised.” (Clay, 1991)
Early Readers will demonstrate a growing understanding of the reading process, which involves integrating a range of skills and strategies while independently reading and viewing texts.

The students read short literary and factual texts. They recognise the structure and grammar of several types of texts. Students can interpret and discuss the meanings they find in written and visual texts. They understand that texts are produced by people for different purposes and different audiences and that texts represent real and imaginary experiences in different ways.
As they progress students will read independently, a wide range of texts with increasing complexity on challenging topics. They try to understand written and visual texts containing unfamiliar concepts and topics, and texts that use language in relatively complex ways.
Texts are classified into broad categories of literary and factual. Both categories include media texts, which can be either literary or factual in orientation. They also include all forms of electronic texts.
**TEXT TYPES**

Oral and Written

<table>
<thead>
<tr>
<th>Literary Texts</th>
<th>Factual Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>Factual description</td>
</tr>
<tr>
<td>Literary recount</td>
<td>Information report</td>
</tr>
<tr>
<td>Observation</td>
<td>Procedure</td>
</tr>
<tr>
<td>Literary Description</td>
<td>Procedural recount</td>
</tr>
<tr>
<td>Personal response</td>
<td>Factual recount</td>
</tr>
<tr>
<td>Review</td>
<td>Explanation</td>
</tr>
<tr>
<td></td>
<td>Exposition</td>
</tr>
<tr>
<td></td>
<td>Discussion</td>
</tr>
</tbody>
</table>

**WRITING:**

“Writing is … a message giving problem solving activity which increases in power and flexibility the more it is practised.” (Adapted from Clay 1991).

Early writers show an emerging awareness of the nature, purposes and conventions of written language. They know the letters of the alphabet and most of the sounds these letters represent. As they progress, they are able to produce brief written texts that are understood by others and that include related ideas and information. They are aware of the planning processes involved and the options to change where necessary. Later students will begin to produce longer texts with well-developed stages, using ideas and information about a range of topics. They structure their written texts coherently according to the social purpose of the text type.

**SPELLING:**

Learning to spell is closely linked to learning to read and write. Learning about spelling reinforces knowledge about common letter sequences and about spelling / sound relationships. Good spelling involves flexible and strategic problem-solving behaviour. It is important that students are aware of the variety of strategies that can be used to spell words. Early spelling is usually characterised by phonetic approximations, but later spelling becomes exact, as the speller learns about common letter sequences, phonic generalisations, word origins and rules used in English spelling.

**HANDWRITING:**

Learning to form the letters correctly is an essential component of literacy development. It links closely with learning about letters, letter sequences and words. Students will be taught the NSW Foundation Style which has one basic set of letter shapes that are the same for young students using manuscript handwriting (unjoined letters) and for older students using cursive handwriting (joined letters). The correct pencil grip will be encouraged, for both left and right handers, using the thumb, index and middle fingers.
The NSW Foundation Style (graphic overview)

THE SMALL LETTERS
u y v w a d g q c e o
f j s n r m h k b p l i x z

THE CAPITAL LETTERS
U C G O Q J S
B P R D I I L E F H T
A V W M N
K Y X Z

THE NUMERALS
0 1 2 3 4 5 6 7 8 9
a b c d e f g h i j k l m n o p q r s t u v w x y z

The quick brown fox
jumps over the lazy dog.
**HUMAN SOCIETY & ITS ENVIRONMENT:**

**Rationale**

The future well-being of human society and its environment depends upon the quality of people’s interaction with each other and their cultural, social and physical environment as they strive to meet each other’s needs. Studies include perspectives of females and males, Aboriginal and Torres Strait Islander peoples, various cultural and socioeconomic groups, people with different religions and belief systems, and people with disabilities. As a result of learning in human Society And It’s Environment, students should develop a sense of personal, community, national and global identity and the knowledge, skills, values and attitudes that will equip them to participate as responsible citizens in maintaining and improving the quality of their society and environment.

**Aim**

The aim of Human Society and It’s Environment is to develop in students the values and attitudes, skills, and knowledge and understandings that:

- Enhance their sense of personal, community, national and global identity;
- Enable them to participate effectively in maintaining and improving the quality of their society and environment.

**Content**

All learning related to Knowledge and Understandings, Values and Attitudes and Skills in Human Society and It’s Environment will incorporate Aboriginal, citizenship, environmental, gender, global, multicultural, and work perspectives.

**Knowledge and Understandings**

*Change and Continuity*:
Students learn about their historical roots, their shared history and the people, forces and events that have created present societies and cultures. They learn about the Aboriginal peoples and their contribution to Australia’s heritage.

*Cultures*:
Understanding cultures helps students to relate to others in appropriate and socially just ways and to recognize the fact that, in democratic and culturally diverse societies, there are a variety of viewpoints that different people hold, and that these can influence behaviors.

*Environments*:
Students learn that there needs to be a balance between protection and the use of our environment and natural resources. They learn about the need for an informed sense of responsibility for the environment, a commitment to participate in environmental management and improvement activities, and the development of personal lifestyles compatible with ecological sustainability.

*Social Systems and Structures*:
Students learn about their needs and wants, and how interacting with other people in social and economic systems contributes to society. Students explore how social systems and structures- in particular the democratic political and legal systems of Australia- are constructed to incorporate changing values and practices.
Skills:

Acquiring information: Students will learn the skills to locate, access, manipulate, select and critically evaluate relevant sources of information, related to the topic of study.

Using an Inquiry Process: Students identify issues and problems, gather relevant information and organize this information in order to solve problems and take responsible action.

Social and Civic Participation: Students will learn the necessary skills associated with social and civic participation which enables citizens to accept and fulfill their social responsibilities.

Values and Attitudes:
Students are given opportunities to identify, clarify, apply, analyse and evaluate their own values and attitudes and those of others. These opportunities will help to develop students as active, informed and responsible citizens who will work towards promoting a democratic and socially just society in a sustainable environment at local, national and global levels. The values and attitudes promoted are: social justice, intercultural understanding, ecological sustainability, democratic process, beliefs and moral codes and lifelong learning.
**MATHEMATICS:**

**Rationale**

Mathematics is a reasoning and creative activity using abstraction and generalization to identify, describe and apply patterns and relationships. Students will have the opportunity to develop an appreciation of mathematics and its application in their everyday lives and in the worlds of science, technology, commerce, the arts and employment. The study of the subject enables students to develop a positive self-concept as learners of mathematics, obtain enjoyment from mathematics, and become self-motivated learners through inquiry and active participation in challenging and engaging experiences.

**Aim**

To develop students’ mathematical thinking, understanding, competence and confidence in the application of mathematics, their creativity, enjoyment and appreciation of the subject, and their engagement in lifelong learning.

**Knowledge, Skills and Understanding:**

For the students to develop knowledge, skills and understanding:

- Through inquiry, application of problem-solving strategies including the selection and use of appropriate technology, communication, reasoning and reflection.
- In mental and written computation and mental reasoning
- In patterning, generalization and algebraic reasoning
- In collecting, representing, analysing and evaluating information
- In identifying and quantifying the attributes of shapes and objects and applying measurement strategies.
- In spatial visualization and geometric reasoning.

**Values and Attitudes:**

Students will:

- Appreciate maths as an essential and relevant part of life
- Show interest and enjoyment in inquiry and the pursuit of mathematical knowledge, skills and understanding.
- Demonstrate confidence in applying mathematical knowledge, skills and understanding to everyday situations and the solution of everyday problems.
- Develop and demonstrate perseverance in undertaking mathematical challenges.
- Recognize that mathematics has been developed in many cultures in response to human needs.

**Content**

The essential content for maths is structured using one process strand -

- Working Mathematically- developing five interrelated processes- questioning, applying strategies, communicating, reasoning and reflecting.

and five content strands-developing knowledge, skills and understanding in:

- Number-whole numbers, addition and subtraction, multiplication, fractions and decimals and chance
- Patterns and algebra
- Data
- Measurement-length, area, volume and capacity, mass time
- Space and geometry- 3D space, 2D space and position
PERSONAL DEVELOPMENT HEALTH & PHYSICAL EDUCATION:

Rationale:

In our rapidly changing society there is increasing community awareness of the importance of healthy lifestyles. Individuals lead a healthy lifestyle when they live in a way that allows them the greatest chance of achieving and maintaining mental, physical and spiritual well-being. PDHPE is an important key learning area for students as it:

- Encourages an understanding and valuing of self and others
- Promotes physical activity
- Emphasizes informed decision making leading to effective and responsible action
- Is concerned with physical, social, cognitive and emotional growth and development patterns
- Promotes the development and maintenance of positive interpersonal relationships
- Investigates the factors influencing personal health choices
- Promotes living and learning in a safe secure environment
- Encourages the adoption of an active lifestyle
- Develops fundamental movement patterns and coordinated actions of the body
- Encourages skills that enable action for better health and movement outcomes

Aim:

The aim of this syllabus is to develop in each student the knowledge and understanding, skills and values and attitudes needed to lead healthy, active and fulfilling lives.

Overview of Learning in PDHPE:

Subject Matter

The subject matter of PDHPE is organized into eight interrelated strands.

- Active lifestyle-is concerned with students adopting activity patterns that promote their wellbeing.
- Dance-develops the ability of students to communicate and express themselves through movement.
- Games and sports- develops each student’s competence and confidence in a broad range of games, sports and physical activities, in non-competitive and competitive environments.
- Growth and development- involves developing each student’s understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur throughout the cycle of people’s lives.
- Gymnastics-focus on initial movement exploration leading to the acquisition of some preliminary gymnastic skills.
- Interpersonal Relationships- concerned with developing an understanding of the nature of relationships.
- Personal Health Choices- examines the process of making lifestyle decisions and putting them into practice.
- Safe Living- concerned with the protection of individuals through the promotion of safe environments and practice.
Skills:
There are five essential skills that students should develop from PDHPE.

- Communicating- Students should develop a variety of skills for communicating: being able to express needs, wants, feelings, ideas and opinions; being able to listen attentively; being able to use negotiation, conflict resolution, refusal and assertiveness skills effectively in a range of situations.
- Decision Making- Students should develop decision-making skills in the context of making healthy personal and lifestyle choices.
- Interacting- Skills for relating positively to others and the environment include: working cooperatively as a group member; generating and abiding by rules for common benefit; developing and maintaining friendships; offering assistance and encouragement to others; accepting support and assistance.
- Moving- Students develop the ability to: move effectively in response to a variety of stimuli, participate regularly in a range of games and sports, demonstrate mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running, create and perform sequences of movement with variation in movement quality.
- Problem Solving- Students develop problem solving skills by gathering information, observing, questioning, generating alternative ways, using a range of strategies, selecting the most appropriate solution, identifying those who can help and carrying out a plan and reflecting in the results.

Child Personal Safety Program
This program seeks to give pupils the strategies to protect themselves from violence and abuse and get help when they need it.
A major strategy is NETWORKING i.e. identifying those to whom they can turn for reassurance and help when the world seems unsafe. The 2 themes are: “We have the right to feel safe all the time” and “Nothing is so awful you can’t talk with someone about it”.

Family Life Education
This program aims to support and assist parents in personal and sexual development of their children. It is available to Years 4&6.

Life Education Van
The Life Education Van visits each year to bring a positive health and anti-drug abuse program to our children from K-6.
**SCIENCE & TECHNOLOGY:**

**AIM OF THE SYLLABUS**

The aim of this syllabus is to develop in students competence, confidence and responsibility in their interactions with science and technology leading to:

- an enriched view of themselves, society, the environment and the future
- an enthusiasm for further learning in science and technology

**OBJECTIVES**

**Knowledge & Understanding**

Students will develop their knowledge and understanding of:

- Build Environments
- Information and Communication
- Living Things
- Physical Phenomena
- Products and Services
- The Earth and its Surroundings
- The process of investigation that people use in order to develop reliable understandings of the natural and man made environments
- The technologies people select and use; how these technologies affect other people, the environment and the future

**SKILLS**

Students will be able to:

- Investigate natural phenomena and made environments
- Design and make products, systems and environments to meet specific needs
- Assess, select and use a range of technologies.

**LEGO**

Lego Dacta is used in Infants classes to develop concepts and problem solving skills. In Grade 2 pupils copy plans of working models using gears, levers and pulleys using the Lego Early Simple Machines Pack. Primary classes use Lego Technics to develop problem solving skills and gain technical knowledge.

A control centre enables pupils to explore powered machines and tools.

With a Lego Control Logo pupils can also control models or use “turtle graphics” using the computer.

**VALUES AND ATTITUDES**

Students will engage in learning experiences which will enable them to develop positive and informed values and attitudes:

- towards themselves
- towards others
- towards science and technology
Teachers Use Primary Investigations as the source text books. This program has been developed by the Academy of Science in Canberra.

Primary Investigations – The science program

<table>
<thead>
<tr>
<th>Grade</th>
<th>The Concept</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>Awareness &amp; observation</td>
<td>Introducing awareness of self</td>
<td>Observation</td>
<td>Movement</td>
<td>Space &amp; Time</td>
</tr>
<tr>
<td>1</td>
<td>Order &amp; Organisation</td>
<td>Introducing organisation</td>
<td>Objects &amp; properties</td>
<td>Materials and structures</td>
<td>Investigating colour</td>
</tr>
<tr>
<td>2</td>
<td>Change and measurement</td>
<td>Introducing change</td>
<td>Comparison and evidence</td>
<td>Tools and machines</td>
<td>Investigating animals</td>
</tr>
<tr>
<td>3</td>
<td>Patterns and prediction</td>
<td>Introducing patterns</td>
<td>Records and data</td>
<td>Construction and testing</td>
<td>Investigating weather</td>
</tr>
<tr>
<td>4</td>
<td>Systems &amp; analysis</td>
<td>Introducing systems</td>
<td>Interactions and variables</td>
<td>Problems and solutions</td>
<td>Investigating soil</td>
</tr>
<tr>
<td>5</td>
<td>Energy and investigation</td>
<td>Introducing energy</td>
<td>Energy and food chains</td>
<td>Design and efficiency</td>
<td>Investigating astronomy</td>
</tr>
<tr>
<td>6</td>
<td>Balance &amp; Decisions</td>
<td>Introducing balance</td>
<td>Ecosystems and resources</td>
<td>Constraints and trade-offs</td>
<td>Investigating materials</td>
</tr>
</tbody>
</table>
**Programs to Support Learning**

Learning Support at St. Patrick’s is provided in the following ways:

Early Intervention Programs: The progress of all children in their first years of schooling is regularly monitored and evaluated. Those children considered to require assistance are helped by:

a) Early Intervention: - during Term 1, children in Year 1 are taken individually or in a small group situation (depending on the need) for 30 minutes per day with the Reading Recovery Teacher. These children work on areas of need as identified by the Kindergarten Teachers during the previous year, as well as the current year 1 Teachers. During Terms 2, 3 and 4, this intervention time is spent with children in Kindergarten. Areas of focus could include the early concepts about print, letter identification, 1:1 matching etc. The focus KLA focus for both Kindergarten and Year 1 is English.

b) Reading Recovery Program: - Those children needing assistance with reading at the end of their first year of schooling are invited to join the Reading Recovery Program. This program provides the children with 30 minutes per day individual reading assistance by a trained Reading Recovery Teacher. Children leave the program when they are reading at an average reading level in their class.

c) Learning Support Programs devised by the Learning Support Teacher in conjunction with the class teacher. This is available to children in Years 2, 3 and 4.

Special Needs: Children with intellectual, sensory, physical and emotional disabilities are catered for within the Special Needs Program. The program provides a Learning Support Program (LSP) which sets objectives, monitors and evaluates individual progress, catering for particular needs. Programs are devised by a support team which may include people within the educational and medical systems. Children are supported within the classroom situation by an integration assistant in consultation with the classroom teacher.

**Equity Programs**

Teachers at St. Patrick’s ensured that syllabus outcomes and content reflected the learning needs and priorities of individual students. This includes: Gifted and Talented Students        Aboriginal Students
E.S.L. Students         Learning Support Students     Aboriginal and Indigenous issues
Multiculturalism    Gender                  Difference and Diversity.

**Programs to Support Students**

The following programs/services are offered to students at St. Patrick’s:

* Students with disabilities at St Patrick’s are assisted within the classroom by a Teacher Assistant who works in conjunction with the classroom teacher.
* Each week, we have the services of a Centacare Counsellor. Children are referred by both parents and teachers to the counsellor. She visits twice a week.
* Each year, we have a visit from the Border Life Education Van. All classes are able to access the van and participate in lessons designed to increase the awareness of, and necessity for a healthy lifestyle.
* Children in Years 4 and 6, take part in the Family Life Program. This program deals with the changes that occur during human development from birth to adults.
* St Patrick’s is very lucky to have the services of Sr. Patricia, who visits families from our school each week. Sister welcomes all new families and visits families who are in need of support, or simply to say hello.

**Student Achievement**

Children in years three and five participate in the Literacy and Numeracy Basic Skills Tests. Children also complete the Primary Writing Assessment Tasks. These are external tests required by the Board of Studies. Some year 4 and year 6 children participated in the optional N.S.W. University set tests in Computing, Literacy, Numeracy and Science. These results and feedback are discussed with staff in light of future practice.
Enrolment Policy
Discipline Policy
Complaints and Grievance Resolution Policy

The Diocese of Wagga Wagga has established policies which are implemented by all schools in the Diocese. The full text of these policies can be found at:

http://cso.wagga.catholic.edu.au/policies.htm

The implementation of these policies is supported by the Catholic Schools Office.

Reporting Student Progress
Parent nights for Kindergarten parents are held in Term one to inform parents of teaching strategies and expectations during the year. Several others for all parents are held throughout the year concerning Reconciliation, First Communion and Confirmation.

Parent-Teacher interviews are held at the beginning of the year and also mid-year in which parents have the opportunity to discuss their child’s progress with the teacher.

Written reports are given out before the mid year interview and at the end of the year. Teachers are happy to have interviews with parents outside teaching time, by appointment.

Topics of interest e.g. curriculum and school programs, are regularly presented by teaching staff at parent information nights.

Structure of Classes
St Patrick’s Parish School is a Kindergarten to Year Six primary co-educational school with three classes in each year level.

Staffing
We are fortunate at St. Patrick’s Parish School to have highly qualified and experienced staff, who have constantly challenged themselves to develop in all areas of their profession. All staff are qualified in first aid and C.P.R.

Parent Involvement and Participation
ROLE OF PARENTS - St. Patrick’s believes that parents are the prime educators of children. The development of a better spirit of understanding, trust and co-operation between home and school is of vital importance. We encourage parental involvement by inviting parents to participate in:-

<table>
<thead>
<tr>
<th>The School Council</th>
<th>Assemblies</th>
<th>Tuckshop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting with classroom activities</td>
<td>School masses</td>
<td>School Fete</td>
</tr>
<tr>
<td>Excursions</td>
<td>Information nights</td>
<td>School Banking</td>
</tr>
<tr>
<td>Sporting activities</td>
<td>Book club</td>
<td>Uniform Shop</td>
</tr>
<tr>
<td>Social functions</td>
<td>Library support</td>
<td>Working bees</td>
</tr>
</tbody>
</table>

A weekly bulletin is sent home to keep parents aware of school activities.
INTERVIEWS
If desiring an interview with the child’s teacher the procedure is to ring the school office and arrange a time with a teacher that is convenient. This ensures that the teacher is available to concentrate on the discussion. With staff and department meetings, playground duty, bus duty, staff prayers and classroom preparation, time immediately before and after school can get very precious.

PARENT CONCERNS
If parents have any concerns about their child it would be expected that they make an appointment with their child’s teacher.

Parents wishing to express concern about some aspect of the school, its teacher or its Principal, should:

In the first instance approach the Principal, and if dissatisfied with the outcome of that encounter:

Approach the Parish Priest with the aspiration for a joint resolution, and if dissatisfaction remains:
Contact the Catholic Schools Office where your concerns will be heard, then the Principal’s account obtained and an attempt made at resolving the matter to the satisfaction of all parties.

Confidential matters presented to the Catholic Schools Office will remain confidential i.e. confidential action will be taken and the outcomes of that action will remain confidential. Parents will not be informed of how Office personnel responded to the information or of the outcome of any action which might result.

SCHOOL COUNCIL - The School Council meets on the third Tuesday of each month and is responsible for giving feedback and advice to the Principal. Each Council member co-ordinates and reports to the Council for a Parent Team. These teams are responsible for the Fete, Environment, Tuckshop, Social Events, School Banking, Uniform Shop, Book Club and Pastoral. We urge parents to become involved in these most important parent groups which give invaluable support to the development of the school.

Community Use of School Facilities
St. Patrick’s School hall is used for Assemblies, Diocese social functions. Drama and music classes are held on the premises. Local sporting teams utilise the facilities under supervision.
SCHOOL RENEWAL FRAMEWORK:
Each year the school community reviews and plans its future direction, in both Academic and the school Environment. Details of the projects, time line, purpose and strategies are outlined in the School Renewal Framework.
## Strategic Plan

### Projects

<table>
<thead>
<tr>
<th>Strategic Plan</th>
<th>Projects</th>
<th>When</th>
<th>How (Purpose &amp; Strategies)</th>
<th>Who</th>
<th>SRF Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>2,4,5,7</td>
<td>Technology</td>
<td>2006</td>
<td>Update the Internet policy</td>
<td>Marg Moore</td>
<td>1,2,4,5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005</td>
<td>Complete electronic reporting formats</td>
<td>C Technology Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005</td>
<td>Consistent updating and use of online profiled templates for recording Personal and assessment tracking information</td>
<td>C Whole Staff</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>2005, 2006</td>
<td>Provide opportunities for all staff to become adept with using My Classes.</td>
<td>C Technology Team</td>
<td></td>
</tr>
<tr>
<td>4, 6</td>
<td>First Aid</td>
<td>2008</td>
<td>Full First Aid Course (including CPR) to be undertaken</td>
<td>C Red Cross personnel. Bede to organise</td>
<td></td>
</tr>
<tr>
<td>4, 6</td>
<td>CPR</td>
<td>2006</td>
<td>Session during PD meeting for annual upgrade of CPR.</td>
<td>C Red Cross personnel. Bede to organise</td>
<td>1, 5, 3</td>
</tr>
<tr>
<td>1, 2, 4, 6</td>
<td>R.E.</td>
<td>2006 Term 1</td>
<td>Review the current school Vision and Mission</td>
<td>C Marie Cameron</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2006</td>
<td>Review School Policy/ Scope and Sequence/ Assessment Plan for Curriculum Audit.</td>
<td>C Carey Menz-Dowling/ Marie Cameron</td>
<td></td>
</tr>
<tr>
<td>1, 2, 4, 7</td>
<td>Creative and Practical Arts</td>
<td>2005, 2006</td>
<td>Develop School Policy/ Scope and Sequence/ Assessment Plan for Curriculum Audit.</td>
<td>C Marie Cameron/ Sharon Milsome</td>
<td>2, 3, 4, 5</td>
</tr>
<tr>
<td>2, 4, 5, 7</td>
<td>BST</td>
<td>Term 1 2006 2nd PD Meeting</td>
<td>Review and follow up 2005 results using CD.</td>
<td>C Carey MenzDowling/Marie Cameron</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>2, 4</td>
<td>QTP/LLTC</td>
<td>2006</td>
<td>QTP/LLTC participants present feedback and updates on continuing contact meetings to whole staff at PD Meetings</td>
<td>C Carey and all QTP/LLTC Participants.</td>
<td></td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Admin. Policies</td>
<td>2005-2006 (ongoing)</td>
<td>Existing policies tabled and discussed Recommendations to be considered and acted upon</td>
<td>C Marie</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>1, 3, 6, 7</td>
<td>Maintenance Plan</td>
<td>Ongoing</td>
<td>No contractor- employed groundsman ~ Meetings to assess needs and set plan estable &amp; maintain gardens, painting infants etc.</td>
<td>C School Board Personnel</td>
<td>1, 4</td>
</tr>
<tr>
<td>1, 2, 3, 4, 6, 7</td>
<td>Teacher Accreditation</td>
<td>2006 (ongoing)</td>
<td>As per the process in the Teacher Accreditation Folder Accreditation to teach RE</td>
<td>C Bede</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>1, 4, 5, 6, 7</td>
<td>National Safety Schools Project</td>
<td>2006</td>
<td>To discuss with CSO to implements as per guidelines</td>
<td>C Bede Hart</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6</td>
<td>National Frame work for Values Education</td>
<td>2006</td>
<td>Parent night and familiarise staff</td>
<td>C Bede Hart</td>
<td>1, 2, 3, 4, 5</td>
</tr>
<tr>
<td>4</td>
<td>Learning</td>
<td>Ongoing</td>
<td>PLOT to be added to school class page</td>
<td>Linda Jackson</td>
<td>4, 5</td>
</tr>
<tr>
<td>Communities (Evolved)</td>
<td>Strategic Plan</td>
<td>Project</td>
<td>When</td>
<td>How</td>
<td>Who</td>
</tr>
<tr>
<td>-----------------------</td>
<td>----------------</td>
<td>---------</td>
<td>------</td>
<td>-----</td>
<td>-----</td>
</tr>
<tr>
<td>2, 3, 7</td>
<td>Maths</td>
<td>2005</td>
<td>2006</td>
<td>Review Scope and Sequence in preparation for inclusion in the Program for 2006/2007</td>
<td>Marie Cameron</td>
</tr>
<tr>
<td>2, 3, 7</td>
<td>English</td>
<td>2005</td>
<td>2006</td>
<td>Complete pre-audit checklist and begin work on new Policy/ Scope and Sequence/Assessment Plan in preparation for curriculum audit. Look At Quad. PWA Writing</td>
<td>Marie Cameron, Carey Menz-Dowling, Linda Jackson, Margie Moore</td>
</tr>
<tr>
<td>6, 7</td>
<td>Others</td>
<td>2005</td>
<td></td>
<td>Compliance Audit</td>
<td>Bede Hart</td>
</tr>
<tr>
<td>2, 3, 7</td>
<td>Literacy Support</td>
<td>2006</td>
<td></td>
<td>Early Intervention K/Year1 Reading Recovery Year 1 Years 5 &amp; 6</td>
<td>RR Teachers RR Teachers Sr. Patricia</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Classroom Visitation</td>
<td>2005</td>
<td></td>
<td>Professional growth through visiting classroom to develop specific needs To meet request of support from staff</td>
<td>Bede Hart</td>
</tr>
<tr>
<td>3, 6, 7</td>
<td>OHS</td>
<td>2006</td>
<td></td>
<td>Organise folder for Risk Assessment “paper trail” Staff Meeting on OHS Train one Staff Member for OHS.</td>
<td>Megan Bruce</td>
</tr>
<tr>
<td>2, 4, 7</td>
<td>Integrated Learning</td>
<td>2005, 2006, 2007</td>
<td></td>
<td>Explore inquiry Process of learning and design units of work in HSIE, S&amp;T using inquiry framework</td>
<td>Exec Team.</td>
</tr>
<tr>
<td>1, 3, 6, 7</td>
<td>Annual Report</td>
<td>2006</td>
<td></td>
<td>Compile report to give an overview of happenings within the school for 2006</td>
<td>Bede Hart</td>
</tr>
<tr>
<td>1, 6, 7</td>
<td>Attestation</td>
<td>2006</td>
<td></td>
<td>Complete forms for attestation</td>
<td>Bede Hart</td>
</tr>
<tr>
<td>1, 2, 3, 4, 6, 7</td>
<td>Teacher Renewal</td>
<td></td>
<td></td>
<td>PLOT goal setting resources — spiritual</td>
<td>Bede Hart</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Special Needs Children</td>
<td>2006</td>
<td></td>
<td>Monitor the progress of the Special Needs children in the school. Monitor the effectiveness of the I.P. Maintain communication with parents/ teachers/ aides.</td>
<td>Marie Cameron</td>
</tr>
<tr>
<td></td>
<td>Review</td>
<td>Term 1</td>
<td></td>
<td>Review process for individuals holding executive positions</td>
<td>Marie Cameron, Carey Menz-Dowling, Margie Moore</td>
</tr>
<tr>
<td></td>
<td>ICT</td>
<td>2006</td>
<td></td>
<td>Across all areas KLA’s – ongoing PD – Scope &amp; Sequence</td>
<td>Margie Moore, Linda Jackson</td>
</tr>
<tr>
<td>1, 2, 3, 4, 5, 6, 7</td>
<td>Firestick</td>
<td>2006</td>
<td></td>
<td>Inclusive in KLA’s – School Audit</td>
<td>Bede Hart, Marie Cameron</td>
</tr>
</tbody>
</table>
ST. PATRICK’S PARISH SCHOOL ENROLMENT GUIDELINES

A STATEMENT OF BELIEF

As a Catholic School we aim to assist the parents, the prime educators in faith, in the child’s faith development within the Catholic Tradition.

Our school endeavours to be a community whose values, ideals and attitudes are derived from the Gospel.

“The Catholic School must be a community whose aim is the transmission of values for living. Its work is seen as promoting a faith relationship with Christ..... Christian faith is born and grows in a community.”

(The Catholic School: Article 53)

“The Church establishes her own schools because she considers them a privileged means of promoting the Formation of the whole person.”

(The Catholic School: Article 8)

The provision of Catholic Education is irrespective of the academic ability of the child or parents’ financial or social situation.

SCHOOL ENROLMENT GUIDELINES

In accordance with this aim the school enrolment priorities are detailed below:

1. Catholic children whose parents live within the Parish served by the school.

2. Because the Catholic Church upholds the place of the family as the prime educational unit and seeks to promote family unity, children who already have a brother or sister attending the school will be given a high priority for enrolment purposes.

3. Catholic children whose parents do not live within the Parish and who are not well served by other Catholic Schools.

4. Non Catholic children living within the Parish boundary whose parents indicate a commitment to their own faith and an openness to the faith development of their children in the context of the Catholic School.

The above priorities will be exercised at the discretion of the Principal through the School Council.

N.S.W. State legislation allows for the enrolment of children into Kindergarten who turn 5 before August 1st. Parents of children who turn 5 between June 1st and July 31st will be advised by the Principal of the possible implication for their child. Appendix 1 will need to be completed and signed by the parents of these children.

PARENTAL RESPONSIBILITIES

All parents applying to enrol their children at St. Patrick’s Parish School, must complete the official enrolment form. Parents will need to be prepared to abide by the provisions of that form, especially in relation to the support that they will give the school in the Catholic education of their children.
ENROLMENT PROCEDURES

Pre-Enrolment: Pre-enrolment occurs through the school office. An interview time is arranged with the Principal. Information packages are available upon request. These contain the Parent Handbook, an Application for Enrolment form and other information about the services available at the school. It is necessary for the student as well as the parents, to attend the interview with the Principal.

Enrolment Interview: Application for Enrolment forms need to be completed prior to the interview. Copies of all necessary documentation (Baptism certificate, other sacramental certificates, previous school reports if applicable, immunisation certificates etc.) need to be available at the interview.

The enrolment form has been developed to support us in determining eligibility for support or funding for some students including international students and students with special learning needs. The decision on whether to enrol a student and with what level of support, depends on a number of factors, including the educational needs, the capacity of the system to provide the level of support services required and the funding available.

Enrolment: After the interview and enrolment process has been finalised, those families of students who have been accepted will be notified.

Enrolments After Closing Date: Enrolments for Kindergarten can be accepted after closing date. These applicants however do not take priority over applications received by the closing date. If the school has places available they will need to be processed following the above procedure. If no vacancy exists they will need to be placed on a waiting list.

Refusal of Admission: The Principal may, after consultation with the Parish Priest and appropriate authorities, refuse an application for enrolment. A period of probationary enrolment is not available.

The principal has the ultimate decision in accepting an enrolment. This may include consultation with the Parish Priest and staff at the Catholic Schools Office.

Privacy Legislation-Collection Notice: The school collects information, including sensitive information about pupils and parents or guardians before and during the course of the pupil’s enrolment at the School. A collection notice is included with each enrolment form.

Enrolment of Students With Disabilities: The Principal is guided by the Student Support Handbook Section 1.5 for the Disability Discrimination Act and 1.6 for the Disability Standards for Education 2005 when responding to and processing enrolments applications from students with extra support needs or disabilities. The ascertainment process Section 2.1 of the Student Support Handbook will be followed by the Principal when the enrolment application is for a student with a significant level of need.

Enrolment of Non-Australian Citizens: Non-Australian citizens entering Australia must hold a valid visa and are subject to the specific travel, entry and residency conditions set by the Department of Immigration and Multicultural Affairs (DIMA).

Non-Australian citizens holding a temporary visa are subject to specific enrolment conditions. These details are available from the Catholic Schools Office Wagga.

For Review 2008

<table>
<thead>
<tr>
<th>Year</th>
<th>Kinder</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td>M</td>
<td></td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td>F</td>
<td></td>
</tr>
<tr>
<td>2002</td>
<td>39</td>
<td>42</td>
<td>40</td>
<td>34</td>
<td>50</td>
<td>50</td>
<td>50</td>
<td>555</td>
</tr>
<tr>
<td>2003</td>
<td>42</td>
<td>34</td>
<td>48</td>
<td>38</td>
<td>42</td>
<td>49</td>
<td>44</td>
<td>548</td>
</tr>
<tr>
<td>2004</td>
<td>43</td>
<td>34</td>
<td>41</td>
<td>51</td>
<td>42</td>
<td>34</td>
<td>48</td>
<td>560</td>
</tr>
<tr>
<td>2005</td>
<td>40</td>
<td>45</td>
<td>39</td>
<td>41</td>
<td>27</td>
<td>37</td>
<td>42</td>
<td>526</td>
</tr>
</tbody>
</table>
Financial Statement Summary
This data shown below is a summary of Diocese of Wagga School System income and expense and includes income and expense of all system schools.

### Income

- **School Fees**: 8%
- **Other Fee Income**: 5%
- **Commonwealth Government Recurrent Grants**: 66%
- **State Government Recurrent Grants**: 21%

### Expense

- **Salary and Related Expenses**: 85%
- **Non Salary Expenses**: 15%
### BASIC SKILLS TESTING PROGRAM 2005 – Year 3
Aspects of Literacy and Numeracy

Table 3: Percentage in Skill Bands

<table>
<thead>
<tr>
<th></th>
<th>WRITING</th>
<th>LANGUAGE</th>
<th>READING</th>
<th>OVERALL LITERACY</th>
<th>NUMBER</th>
<th>MEASUREMENT AND SPACE</th>
<th>OVERALL NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band 5</td>
<td>11</td>
<td>20</td>
<td>21</td>
<td>12</td>
<td>31</td>
<td>22</td>
<td>22</td>
</tr>
<tr>
<td>School</td>
<td>14</td>
<td>18</td>
<td>31</td>
<td>17</td>
<td>36</td>
<td>17</td>
<td>22</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>30</td>
<td>25</td>
<td>26</td>
<td>30</td>
<td>23</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>School</td>
<td>51</td>
<td>35</td>
<td>35</td>
<td>47</td>
<td>26</td>
<td>29</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>34</td>
<td>27</td>
<td>25</td>
<td>32</td>
<td>20</td>
<td>28</td>
<td>30</td>
</tr>
<tr>
<td>School</td>
<td>26</td>
<td>25</td>
<td>18</td>
<td>21</td>
<td>21</td>
<td>33</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>16</td>
<td>16</td>
<td>17</td>
<td>18</td>
<td>14</td>
<td>17</td>
<td>15</td>
</tr>
<tr>
<td>School</td>
<td>7</td>
<td>15</td>
<td>13</td>
<td>14</td>
<td>7</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>8</td>
<td>12</td>
<td>11</td>
<td>9</td>
</tr>
<tr>
<td>School</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>1</td>
<td>10</td>
<td>7</td>
<td>4</td>
</tr>
</tbody>
</table>
BASIC SKILLS TESTING PROGRAM 2005 – Year 5  
Aspects of Literacy and Numeracy  
Table 3: Percentage in Skill Bands  
No. of students: 80

<table>
<thead>
<tr>
<th></th>
<th>WRITING</th>
<th>LANGUAGE</th>
<th>READING</th>
<th>LITERACY</th>
<th>OVERALL LITERACY</th>
<th>NUMBER</th>
<th>MEASUREMENT</th>
<th>SPACE</th>
<th>OVERALL NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Band 6</td>
<td>State</td>
<td>17</td>
<td>26</td>
<td>29</td>
<td>24</td>
<td>19</td>
<td>33</td>
<td>32</td>
<td>26</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>14</td>
<td>19</td>
<td>42</td>
<td>27</td>
<td>15</td>
<td>41</td>
<td>35</td>
<td>27</td>
</tr>
<tr>
<td>Band 5</td>
<td>State</td>
<td>29</td>
<td>26</td>
<td>23</td>
<td>26</td>
<td>28</td>
<td>13</td>
<td>23</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>30</td>
<td>33</td>
<td>32</td>
<td>41</td>
<td>37</td>
<td>15</td>
<td>37</td>
<td>32</td>
</tr>
<tr>
<td>Band 4</td>
<td>State</td>
<td>33</td>
<td>24</td>
<td>25</td>
<td>27</td>
<td>31</td>
<td>32</td>
<td>20</td>
<td>29</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>40</td>
<td>31</td>
<td>18</td>
<td>23</td>
<td>38</td>
<td>37</td>
<td>17</td>
<td>29</td>
</tr>
<tr>
<td>Band 3</td>
<td>State</td>
<td>16</td>
<td>16</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>11</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>13</td>
<td>14</td>
<td>5</td>
<td>6</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>5</td>
</tr>
<tr>
<td>Band 2</td>
<td>State</td>
<td>4</td>
<td>7</td>
<td>7</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Band 1</td>
<td>State</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

No. of students: 80