St Patrick’s Primary School Griffith Annual Report 2005

1.1 The School

St. Patrick’s Primary, Griffith, provides education to the children of Sacred Heart Parish as well as the pupils enrolled from the surrounding villages and towns. The School aims to provide an affordable catholic education to all pupils enrolled irrespective of their faith background or family circumstances. We are committed to being a community of faith, learning, care and service, embracing our culturally diverse population and living up to our motto, "Do all things well" and strive to implement our Vision and Mission statement.

1.2 Student Profile

The following information describes the student profile for 2005

<table>
<thead>
<tr>
<th></th>
<th>Girls</th>
<th>Boys</th>
<th>LBOTE*</th>
<th>Indigenous</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>315</td>
<td>260</td>
<td>93</td>
<td>3</td>
<td>575</td>
</tr>
</tbody>
</table>

* Language background other than English

1.3 Enrolment Policy

The Diocese of Wagga Wagga has established an Enrolment Policy which is implemented by all schools in the Diocese. The full text of this policy can be found at [CSO Documents, Forms & Policies](#). The implementation of this policy is monitored by the Catholic Schools Office.

1.4 Staff Profile

The NSW Government requires that this Report detail the number of teachers in each of the following categories:

A. Have recognised teaching qualifications from a recognised higher education institution
B. Have qualifications from a recognised higher education institution but no formal teacher education qualifications.
C. Have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.

<table>
<thead>
<tr>
<th></th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls</td>
<td>32</td>
<td>0</td>
<td>0</td>
<td>32</td>
</tr>
</tbody>
</table>
1.5 VISION STATEMENT

In keeping with the evangelising Mission of the Catholic Church, St Patrick’s School Community:
- Is committed to Jesus Christ and His gospel.
- Knows and celebrates our Catholic faith tradition.
- Educates the whole person: body, spirit, heart and mind.
- Promotes education in the service of a better world.
- Provides children with reasons for living, hoping and loving in this new millennium.
- Educates children to take their place in an ever changing society.

MISSION STATEMENT

St. Patrick’s Primary School as part of the Diocese of Wagga Wagga is committed to being:

A community of faith:
- Centred on Christ and the sacramental life of the Church.
- Living Gospel values according to Catholic teaching.
- Working to foster the growth of the kingdom of God on earth.
- Learning about and living our Catholic faith while respecting the faith tradition of others.
- Demonstrating the relevance of faith to life and contemporary culture.

A community of learning:
- Helping students to find and nurture their gifts and talents.
- Providing a comprehensive curriculum of quality and challenge for all.
- Valuing effort, achievement and excellence in learning.
- Respecting the competence and dedication of the staff.
- Modelling the integration of Catholic faith and learning.
- Using technology to enhance teaching and learning.

A community of care:
- Welcoming and including students and their families.
- Respecting the dignity and uniqueness of each student.
- Providing a safe, secure and stimulating environment conducive to learning.
- Ensuring fairness and justice within appropriate discipline structures.
- Promoting self-esteem and critical thinking in students.

A community of service:
- Complementing and supporting the role of parents.
- Working in partnership with priests and the parish and local communities.
- Promoting outreach to the poor and disadvantaged.
- Modelling and promoting the use of each other’s gifts for the benefit of society.
- Encouraging responsibility for all creation.
1.6 Religious Education

Religious Education in 2005 again was very busy yet rewarding. We are fortunate to have three very caring and supportive priests in our parish – Fr Michael, Fr Rafe and Fr Eric. This allows us to have had grade and class masses, special liturgies and reconciliation services.

The Sacramental Programmes of First Reconciliation, First Communion and Confirmation are very well supported by our Parent and Parish Community. The presence of Bishop Gerard Hanna, prior to, and at Confirmation is very special to the Confirmation candidates and their families. He speaks openly and honestly to the students deepening their understanding of Confirmation.

Raising money for the missions and good works are an important part of St Patrick’s school life. In particular money is raised through special events for Caritas, Marist Brothers and Mercy Sisters as well as our local St Vincent De Paul Society.

Infant classes have special liturgical celebrations throughout the year. Mother’s Day, Father’s Day, Easter and Christmas are all celebrated through music, drama and readings. These Liturgies have amazing support from our parent community.

A Religious Education notice board in the staffroom hosts information for all the feast days and other important events throughout the liturgical year. Teachers are able to access the informative material in their classrooms.

“Sharing Our Story”, our Religious Education Curriculum is being implemented by all teachers. It is easy to follow, consistent with the other KLA formats and has been received positively by the students. All staff were in-serviced by John Goonan, the Diocesan Religious Education Consultant at a Professional Development Day in Term 4.

The Diocesan Policy on Professional Requirements for the Accreditation of Teachers of Religious Education can be found at CSO Documents, Forms & Policies

1.7 The Arts

The school choirs (conducted by Mrs Tyson) performed with great success at the Leeton Eisteddfod. The choir also sang at masses, entertained the elderly residents of local nursing homes as well as participated in the Griffith Community Carols by Candlelight.

The Primary students staged a massively successful concert with three sell out performances at the Griffith Regional Theatre in Term 4.

Class and Grade Assemblies showcased accomplishments in Art, Dance, Music and Drama.

St Patrick’s offers music tuition through the Wagga Wagga Conservatorium of Music on a weekly basis to interested students.

1.8 Sport

The three major carnivals held pride of place on the school sporting calendar and with increased lead up activities by class teachers student participation was on the increase.

The Swimming Carnival was won by Marcellin (Blue) while the Cross Country and Athletics were won by McAuley House (Yellow).

Ellen John, Kirk Alpen and Michelle Connolly shared the School Sports Award for 2005 following impressive performances in their chosen sports. Not only were these three students setting a high standard of performance, they also led by example in the areas of attitude and sportsmanship.

The increased class room activities with fitness led to an increased interest in participation at our local Gala Days where children and staff interacted with members of other local schools.
The Diocesan Netball Gala Day also proved a great attraction for our Year Six Girls while the Mortimer Shield for Rugby League was a big hit with the boys.

Our classroom teachers deserve thanks for becoming involved in all school sporting activities. Some helped out at the local level. Eight teachers from St Patrick’s coached or were managers of Wagga Wagga Diocesan sporting teams. Four were also given the opportunity to coach or manage at MacKillop regional level. These teachers benefit from participating at the elite level and bring back their expertise to share with our community.

1.9 General and Specific School Initiatives

Orientation Day

Kindergarten Orientation Day was held at the beginning of November 2005 for the 2006 intake. The success of having a whole day for the students has been tremendous. It has enabled teachers to observe more closely each child and take note of things that may need to be monitored in the following year. This, combined with each child’s individual interview has indeed been beneficial.

New Kindergarten pupils experienced a routine day including little lunch, big lunch and playtime. Parents have a meeting where all the important issues regarding the school is outlined and information is given to help parents and their child with the transition to school. Further orientation is given to specific children who require more home–school liaisoning.

On Orientation Day, the Year 6 students went to Catholic High. In all the other grades, each child progressed to the Grade they will be in next year for the day. This created not only a lot of fun and excitement but assisted in the transition process.

Student Representative Council (SRC)

Students from Year 2 to 6 meet regularly to discuss issues that are important to them. Suggestions are taken to the Principal and/or the staff. Several ideas generated were implemented and these involved the whole school. One such project was raising funds for the Riding for the disabled. Led by the SRC over several months, over $2,000 was raised, enabling the purchase of a new horse. Five of our students participate in this programme weekly and the support given by our community was tremendously well received.

Buddies

Many classes within the school have ‘Buddies’ each week. This is where younger classes work with older classes to read, do craft, play sport etc. Each student has their own special buddy for the year and during this time a wonderful rapport is created. We also have a separate buddy system with younger children and older children on the buses.
1.10 School Policies

**SCHOOL DOCUMENTATION.**

<table>
<thead>
<tr>
<th>DOCUMENT NAME</th>
<th>USED BY</th>
<th>FOR WHAT PURPOSE</th>
</tr>
</thead>
<tbody>
<tr>
<td>St Patrick’s School Vision &amp; Mission Statements.</td>
<td>Staff and parents</td>
<td>Guide and reinforce work ethics within school</td>
</tr>
<tr>
<td>Learning / Teaching Policy</td>
<td>Staff and parents</td>
<td>Educational guidelines to be followed</td>
</tr>
<tr>
<td>Students Pastoral Care Policy</td>
<td>Staff, parents, students</td>
<td>Encourage children to reach their full potential, be responsible &amp; work in a caring environment</td>
</tr>
<tr>
<td>School Prayer</td>
<td>Staff and students</td>
<td>Ask for Lord’s blessing</td>
</tr>
<tr>
<td>Parent Handbook</td>
<td>Staff and parents</td>
<td>School information</td>
</tr>
<tr>
<td>Student Welfare &amp; Management</td>
<td>Staff and parents</td>
<td>Safety and behaviour guidelines</td>
</tr>
<tr>
<td>Behaviour Management</td>
<td>Staff and parents</td>
<td>Behaviour management and discipline</td>
</tr>
<tr>
<td>Programming Policy</td>
<td>Teachers</td>
<td>To plan outcomes within the school environment and guide curriculum planning for year</td>
</tr>
<tr>
<td>Homework Policy</td>
<td>Staff, parents, students</td>
<td>Outline homework expectations</td>
</tr>
<tr>
<td>Guidelines for Book work</td>
<td>Staff, parents, students</td>
<td>Book work expectations and</td>
</tr>
<tr>
<td>Playground Supervision Policy</td>
<td>All staff</td>
<td>Staff supervision expectations, boundaries and times</td>
</tr>
<tr>
<td>Sun Sense Policy</td>
<td>Staff, parents, students</td>
<td>Reduce incidence of skin cancer</td>
</tr>
<tr>
<td>Accident Policy</td>
<td>All staff</td>
<td>Correct procedure in reporting of accidents</td>
</tr>
<tr>
<td>Resuscitation &amp; Emergency Policy</td>
<td>All staff</td>
<td>Steps to follow in the event of an accident or emergency</td>
</tr>
<tr>
<td>Positioning of School Fire Extinguishers</td>
<td>Staff, visitors, students</td>
<td>Steps to follow in the need to use them</td>
</tr>
<tr>
<td>Evacuation Procedure</td>
<td>Staff, visitors, students</td>
<td>Steps to follow in the need for evacuation</td>
</tr>
<tr>
<td>Reportable Conduct (Child Abuse)</td>
<td>Staff, parents</td>
<td>Awareness of reportable incidents and steps to take in reporting such abuse</td>
</tr>
<tr>
<td>Harassment Policy</td>
<td>All staff</td>
<td>Steps to follow in the event of harassment in the workplace</td>
</tr>
<tr>
<td>OH &amp; S</td>
<td>Staff, visitors, students</td>
<td>Maintaining a safe working environment</td>
</tr>
<tr>
<td>Complaints &amp; Grievances Resolution Policy</td>
<td>Staff, parents</td>
<td>Complaints &amp; Grievances Resolution</td>
</tr>
</tbody>
</table>

These Policies link to Diocesan Policies which can be found at [http://www.cso.wagga.catholic.edu.au/policies.htm](http://www.cso.wagga.catholic.edu.au/policies.htm)
Information on Key School Programmes

2.1 Curriculum Focus

At St Patrick’s all teachers are expected to cover the NSW Board of Studies Syllabus in each of the Key Learning Areas as well as the Diocesan Religious Education Programme. Teachers are able to use a variety of teaching and learning activities to achieve the syllabus outcomes and these are recorded in their class programmes.

For 2005 the Curriculum focus was Creative Arts. Staff reviewed and developed a new policy in accord with the Board of Studies expectations. This is being implemented and the Diocesan review will be carried out in May 2006.

2.2 Programmes to Support Learning

In 2005, a new teacher trained for Reading Recovery. This meant that we were fortunate to have 2 teachers who taught a total of 9 children per day.

Of the 17 children who entered the programme, 15 were discontinued (achieved the expected level), 1 was referred for further assistance and 1 was carried over to 2006. Seven of the children who entered the programme were from a non-English speaking background. The average discontinuing level was 18.8.

2005 saw the introduction of two trial Language Classes, which were a Diocesan initiative to cater for those children who would normally work with a Teacher Assistant because of funding for a Language Disability. Each group worked with the special needs teacher for 3 x 45 minute lessons per week in Terms 2 and 3. Explicit teaching strategies in the areas of Receptive Language, Expressive Language, Phonemic Awareness, Phonological Awareness and Pragmatics were devised in consultation with a Speech Pathologist. One of the benefits of the classes was the ability to include children who would normally not qualify for funding but also have specific needs in the nominated areas. These classes will continue in Terms 1 and 2 of 2006.

Riding for the Disabled continued every Monday in Terms 2 and 3 with 5 of our children participating.

Individual Education Programme meetings were held twice in the year in consultation with parents, an education officer, the Special Needs Coordinator, Classroom Teachers and Special Needs Assistants. This allowed for effective implementation of programmes for each child.

The Cooking Class continued twice weekly in 2005 for some of our children with very high support needs.

In Term 3 and 4 Phonemic Awareness groups were formed for Year 3 children who were experiencing difficulties with Literacy. Similar groups were trialled with Kindergarten children with a view to continuing into 2006.

GIFTED AND TALENTED

The Gifted and Talented programme in Terms 2 and 3 was taken by Mr Keady. It focussed on writing and involved forty students working in two groups – Years 3 and 4 in one and Years 5 and 6 in the other. Teachers nominated those students who displayed particular writing strengths or a desire to write.

TECHNOLOGY

In 2005, teachers continued with professional development activities to increase their knowledge of the Castnet system used across the Diocese for administration and communication as well as courses designed to address specific skills useful for classroom teaching.

One successful innovation was the setting up of a breakfast club which met regularly to focus on targetted areas. The teachers who participated found these early morning sessions most useful.
Our network has grown and all classes have at least two networked computers offering internet access. The Technology room was updated with new PCs and a range of technologies purchased including 2 interwrite systems for classroom use. All pupils are expected to use the Technology Room weekly as well as the classroom computers for work in all the Key Learning Areas.

ITALIAN

Italian was continued as the L.O.T.E component in 2005 with all children being involved with Italian lessons on a weekly basis. Our Italian language teacher is employed by Co.As.It – a branch of the Italian Government. The programme continued to be family and community based with emphasis on the importance of the extended family in the Italian culture.

A Multicultural Day was held during the year to celebrate the diverse cultures of the school.

2.3. Equity Programs

Commonwealth and Diocesan funding have been provided for Equity Programmes to improve the learning opportunities for our Aboriginal students and large number of students for whom English is a second language. The funding was used to employ an ESL teacher for 0.7 (3½ days) per week and a teacher aide for Aboriginal education for several hours per week under the ATAS and IESIP programmes.

The growing trend for students with English as a Second Language to enrol at St Patrick’s School was evident again in 2005 with 93 students enrolled. Of these, 49 had access to the E.S.L. programme. ESL support varies between Phase 1 (New Arrival students) and Phase 4 (competent literacy learners working at grade level). The ESL teacher’s role was to devise programmes that concentrated on developing oral and written literacy skills and assisted with understanding Australian culture.

Aboriginal funding was used to provide Literacy and Numeracy support for our Aboriginal students.

2.5 Student Achievement

Students engaged in a wide range of learning activities, competitions and projects from Kindergarten to Year 6. These ranged from school level through to competing against students across the state. A number of these achievements (e.g. Sport) are listed elsewhere in this Report.

Achievements included:

- Basic Skills Tests for Academic Writing, Literacy and Numeracy in Years 3 and 5. These are external tests set, marked and graded by the NSW Department of Education and Training. There is some input from the Catholic Sector. Our school pays half the cost of these tests and the Catholic Schools Office pays the other half. In all sections of the three tests, our students were above the State mean. The feedback from these tests is added to school based assessment for determining priorities for future learning and teaching.
- Australian Schools Mathematics Competition – open to students from Years 3-6. Students gained 12 Distinctions and 41 Credit Awards.
- Australian Schools English Competition – 11 Distinctions and 38 Credit Awards
- Cultural Achievements – Our School Choirs attracted over 80 volunteers each week and were successful at the Leeton Eisteddfod in a number of categories. Many students also competed individually in Dance, Drama, Verse, Public Speaking and Musical sections. Students continued with music lessons from tutors with the Wagga Wagga Conservatorium of Music.
- The School Spelling Competition was held in Term 3. Years 3-6 competed for class and grade championships then combined into Years 3 and 4 for the Junior and Years 5 and 6 for the Senior Championships.
Student Opportunities included:

- Primary students produced a tremendously well received School Concert – *Bags to Riches* in Term 4. The production was written by staff and students. Three performances were held at the Regional Theatre to sell out crowds.
- Year 5 had a 3 day excursion to Ballarat and Bendigo.
- Year 6 excursion to Canberra and the Snowy Mountains for 4 days.
- Family Formation evenings for Years 4 and 6.
- School Discos hosted by the P & F.
- International Pupils Day celebrations.
- Education Week – Open day and activities.
- Book Week – Book Fair and celebrations.
- Class Assemblies for the Primary and Grade Assemblies
- Class/Grade Masses and Liturgical Celebrations.
- Peer and Buddy Support Programmes.
- Guest speakers and visiting shows.
- Student Representative Council.
- Chess Club.

2.6 Staff Achievement

All staff renewed their CPR Certificates and many gained their Senior First Certificate. Several teachers completed the ICDL Computer Certificate.

Professional Development attended by staff included:
The Diocesan Curriculum Reviewer’s Course; seminars on Autism, Asthma and Anaphylaxis; Phonemic Awareness training; Diocesan Gifted & Talented training days; SPELD- Learning Difficulties, Diocesan Harassment and Child Protection training for all staff; several teachers attended the Ralph Pirozzo: Creating the Most “Engaging & Challenging Thinking Classroom” training days and two Year 3 teachers took part in a Diocesan Numeracy course- based on Count Me In Too.

Three teachers completed the year long Literacy Learning and Teaching in the Classroom course run by the Diocese. Another completed the 6 month Writing segment. A highlight was being invited to present a workshop to academics, teachers and trainee teachers at a Literacy Conference run by The University of Sydney. A large group of teachers from Rockhampton again visited to watch five teachers on our staff give demonstration Literacy lessons.

A staff member also completed the Reading Recovery training program and graduated in November

The Creative Arts Policy was reviewed in 2005 by staff but it was decided to postpone the Curriculum Review until May 2006 to give staff more time to implement the policy. Changes recommended by the Review Committee in 2004 for Mathematics were implemented.
3.1 School Renewal Framework 2005

SRF COMPONENTS

Vision and Mission
- Satisfied with current statement

School Programs & Operations; Policies & Curricula
- Complete Mathematics Policy following Registration Review
- Creative Arts Policy to be developed
- English Scope & Sequence revised.
- Programming & assessment – emphasis on development.
- Numeracy for All - continued
- Gifted & Talented – programme continued
- Reading Recovery – train and continue

Leadership, Administration & Management
- Developing better communication b/n staff, executive, aides, office
- Primary Concert for Term 3
- Assessment Strategies for first 4 weeks of the year.
- Executive Norms and Charter - implemented
- Succession planning. More opportunity for leadership roles
- Sacramental Programmes- continue
- Developing a new Reporting system.
- Language classes in Terms 2-3 – Special Needs

Professional Growth
- Further special needs in servicing for selected and all staff
- Observation Survey in Kinder
- Support/train LLTC teachers -3
- MyInternet- more training for all staff

Resources & Facilities
- Carpeting of 604/5/6 completed
- Replace computers in Lab
- Improve classroom ICT resources
- Additional Resources for RE.
- Update classroom readers
- Replace furniture in 605
Principal's Report:
As we end a very busy year I would like to thank the members of the School Council for the contribution to the education provided for each student at St Patrick's.

We have had many successful events, projects and excursions. Highlights have included the Primary Concert, Sacramental celebrations, the Year 5 and Year 6 excursions, fun events such as the School Fete and Book Parade as well as academic and sporting successes. There has also been sadness with the passing of our groundsman Kevin Kook and members of families in our school community.

Staff have worked very professionally to provide a relevant and rich academic curriculum for their pupils. Many have engaged in professional development programmes that have benefited both their own pupils and influenced the thinking and opportunities of all staff. These include Literacy Learning and Teaching, Gifted and Talented, Reading Recovery training and computer In-servicing. Staff are facing the most wide ranging changes to education seen in the last 100 years and so really need and appreciate the support given to them individually and collectively during the year.

To the retiring members, I wish to express the appreciation of all our community for your involvement. Melissa Budd has held the Secretary’s position for the past 6 years and has been an important link between the successive Boards as well as being a key decision maker. Julie Andreazza has worn 2 hats – one as a P & F representative and now as an elected member. Keri-Anne Keely has given one years service and has family reasons for retiring early.

I thank also the 2005 Executive, John Beecher, Melissa Budd, Angela Favell and Andrew Mott for your leadership and assistance during the year. I believe you can celebrate the achievements of the School Council and be proud of your involvement.

To our incoming Council members – thank you for accepting the role of Council member and I look forward to working with you next year.

Chairman’s Report: John Beecher
The year has been quite difficult, however the Council has continued to provide the school with support and ideas to assist in maintaining the quality of the buildings, grounds and equipment required by the children and staff.

The school has been well served by the committees for Maintenance, IT, Budgetting, P & F, Canteen and all of the Council who chose to be pro-active in education at St Patrick’s.

The continuing challenge to address the funding for the school, and its appropriate use to further the learning opportunities for each child remains.

I sincerely thank each member of the Council for their freely given time to assist the school.

To conclude, a motto that was drummed into me years ago would be fitting:

“In Meliora Contende” – Strive for better things.
**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 Pie Chart]

The total income and expense of the school, that is included in the above, is shown below.

![Expense Pie Chart]

**About this Report:**
The St Patrick’s School Principal, Assistant Principal, Co-ordinators and teachers with areas of special responsibility have contributed to the St Patrick’s Primary School 2005 Annual Report. We also acknowledge the Chairperson of our School Council for his contribution.