**Introduction**

The following Annual Report covers aspects of St. Patrick’s School, Holbrook that reflect achievements, policies and events for the 2006 school year.

**1. The School**

**Vision and Mission**

At St. Patrick’s Primary School Holbrook it is recognized that we are part of a Catholic Community in a rural area.

In the Spirit of the Sisters of St. Joseph we are a welcoming school community that continues to develop an environment where by:

- The person of Jesus Christ and Gospel values will be evident
- Children will be challenged to develop to their full potential spiritually, emotionally, academically, physically and culturally
- We acknowledge and respect the individuality and uniqueness of each member
- We work in partnership with the Parents, Parish and the wider Community.

St. Patrick’s School, Holbrook is a catholic primary school located on the Hume Highway, 540 kilometres south of Sydney, in the Diocese of Wagga Wagga. The school was originally staffed by lay teachers until the arrival of the Sisters of St. Joseph in 1892. The Sisters remained up to the end of 1985 with the first lay principal commencing in 1984.

As enrolments initially grew, so too did the need for improvement in teaching and learning resources and student services. Improvements included the administration wing comprising staff room, principal’s office, toilet facilities and tuckshop. Various other physical improvements to the school in the past decade include:-

- All purpose weather shed
- Adventure playground equipment
- Cementing between major buildings
- Landscaping of front and rear gardens
- CASTnet computer cabling providing internet access to all rooms

Our local historical significance provides many of our Catholic families with a third or fourth generation of presence within our school. The result of which is a pride and passion with which they hold ‘their school’.

History aside, St. Patrick’s continues to maintain enrolments in a town that is generally reducing in population. To achieve this it is important that we continue to keep abreast of both current trends within education and Board of Studies syllabus requirements. We have also highlighted four areas that are relevant to our current position. These are:-

- the continuing ability to learn and teach to deliver the best possible services to our children and our parents
- to be compliant with the Board of studies in both curriculum and school environment
- the smooth and structured delivery of educational services which include pastoral care and the inclusion of the wider community while catering for the needs of both ends of the educational spectrum
- to be competitive in the education ‘market’ in order to give parents a clear, viable choice of educational systems

**Religious Education**

The students of St. Patrick’s actively participate in a wide range of prayer and liturgical celebrations. Senior students are supported in learning how to plan and lead these celebrations throughout the year. We are fortunate to have students able to provide support and participation in all aspects of these liturgies. Traditionally, the fifth Sunday of the month has been allocated to St. Patrick’s School to provide readers, altar services and offertory for the parish. This has the dual outcome of strengthening the bond that exists between church and school, whilst giving the parish the opportunity to know that the spirit of God is alive in the younger members of our parish.

We celebrate the contribution St. Patrick has made, particularly as our school bears his name. Our school mass on St. Patrick’s Day reflects the spread of his influence to the community of Holbrook. Mass is followed by a ‘green inspired’ morning tea. Parents and
friends are always invited to all the activities that take place up until lunch time.

The students of St. Patrick’s contributed over $200 to the various mission events during 2006. Through its contribution to Project Compassion and Mission Week activities our students developed an insight into the lives of developing nations. It is through such events as this that our students gain an understanding of the disparity between nations and in their way contribute support and awareness of the problems that exist in our world.

Our students followed the Sharing Our Story Religious Education program which in 2006 required student work samples to be submitted to the Bishop as a part of an evaluation process.

Eleven children made their First Reconciliation on 24th June and thirteen children received Eucharist for the first time on 10th September. Confirmation was held on 28th October and 28 children received this Sacrament.

**The Arts**

During 2006 our school developed, implemented and reviewed our Creative Arts Policy and Practice. Whilst part of this process was directed towards documentation, a significant focus was on improving the Creative Art experiences of our students. To this end our students participated in visual art exhibitions in both school and community; invited illustrators of children’s books and Indonesian Puppeteers to demonstrate art in the wider community. Students from K to 6 covered all aspects of Dance, Music, Visual and Performing Arts.

**Sport**

The intensive swimming program was moved from 1st term to 4th Term to place a greater emphasis on water safety and water awareness skills. The success of this program was highlighted by the positive feedback from parents and in the annual swimming carnival. Whilst all children participated in our localised carnival, 15 children represented us at Albury Deanery with nine going to the Diocesan carnival in Leeton.

Our annual athletics carnival was held at Alexandria Park, Albury on 2nd May. The venue supports the school’s emphasis on participation and the tremendous support from parents ensures a safe, enthusiastic sporting environment. As a result twenty four children represented our school at the Albury Deanery athletics carnival. Three students from our school competed at the Diocesan athletics carnival held in August.

Our school cross country carnival was held on Holbrook Golf Course which proved to be a successful venue. Twelve students travelled to Narrandera for the Diocesan Cross Country Carnival on 19th May. Two children from this group qualified for the Mackillop Cross Country Carnival at Eastern Creek later in the year.

Our school gained success at the local PSSA level finishing first in the team sports of football, netball and cricket in the Bernie O’Connor Memorial competitions.

Our school encourages students to participate fully in physical activity. We compliment the two hours per week given to physical activity with our involvement in the Active After Schools sports program. In 2006 we commenced the program in Terms 3 and 4 with over seventy students from Holbrook district participating.

**School Initiatives**

During 2006 a significant initiative was the pastoral responsibilities of the staff, students and parents with particular emphasis on positive relationships in an effort to eliminate bullying. We engaged the services of experts in their field to run a program from Year 2 to Year 6 and as a result there is a change of expectations and an understanding of what is appropriate behaviours and language.

The School Council supported the application for Investing in Our Schools. The submission was made in September for enhancements to school buildings, resources and playground equipment. The School Council took an active role in fundraising, assessment and reporting and educational focus.

As a school we reflected on learning and teaching in the curriculum areas of Mathematics and Creative Arts.

**School Policies**

In 2005 a comprehensive review of Policies was implemented. These policies were acted upon and reviewed in 2006. As a result, the
policies were found to contain relevant and practical information for the working of our school. We will continue this practice of review over a five year cycle. In the latter half of 2006 attention was given to formal testing results particularly the Basic Skills in Year 3 and Year 5 and the University Test results. This then directed our focus for the 2007 school year.

Student Welfare and Discipline
Catholic schools are places of belonging, respect & justice, hope, celebration and quality learning & teaching.

They are based on the dignity of the whole person and provide witness to Gospel values as a means to living out daily life. These values are captured in the Diocesan and Schools’ Pastoral Care Policy. The school based policy provides information on programs to support students and families, approaches to discipline, creating a safe school environment, codes of conduct and suspension & expulsion guidelines.

The school has a policy that prohibits the use of corporal punishment.

Complaints and Grievances
Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment, characterized by fairness, mutual trust, respect and reconciliation. Any parent, student or community member who has a complaint or grievance has the right to have this addressed.

The key elements of the school's complaints handling procedure and what a community member may do if they have a complaint are detailed in the Diocesan Policy Document www.cso.wagga.catholic.edu.au

School Council
The parent body contributed significantly to the educational, spiritual and financial existence of our school. 2006 saw the first full year of operation between School Board and Parents & Friends Association. Meetings are held on the second Tuesday of each month and are well attended. As a result over $12000 was raised, $10000 of which went directly into the school budget. The major fundraising activities included Henty Field Days catering $7700; stalls and raffles $2500; community catering activities $3000. The School Council contributes to the maintenance of the school grounds through working bees whilst the school canteen is staffed on a voluntary basis and has a policy that dictates a healthy canteen serving only foods approved by NSW Health and Department of Education.

The School Council was the driving force behind the Investing in Our Schools application.

2. Information on Key School Programs

Curriculum Focus
Due to the changes in reporting format the first six months of 2006 was spent unpacking reporting requirements. This process involved reflecting upon teaching practices and the role of assessment in programming. As a result teaching practices and teacher programs reflect the expectations of parents in the reporting system and are complimented by the three interviews offered to parents throughout the year. In the Key Learning Areas of Mathematics and Creative Arts the process of curriculum review was established. A panel looking at policy, programming and practice visited the school in July. The result was support for our endeavours in these areas.

Reading Recovery continues to be a focus as an early intervention literacy program. As a result four students successfully were discontinued on Level 17 or above which placed them mid way through the Year 1 class.

Programs to Support Learning
Due to the relatively small nature of our classes, individual learning styles are to some extent catered for. However, given the nature of learners, some students require an individual learning program. To this end we offer learning support programs on a needs basis. Parents are contacted if it becomes a specific one on one program which requires out of school help. In 2006, we established Saturday School to assist in supporting literacy and numeracy. Six students were supported in this area over three terms. In class students received assistance through Reading Recovery, a teachers aide and quality teaching programs.
Equity Programs
At St. Patrick’s programs that compliment the broadening of students understanding of indigenous issues and cultures are integrated into the curriculum. Throughout the year events of significance which respond to community issues and national days of importance are acknowledged. We have had on occasion guest performers from Albury for our students’ appreciation of significant cultural issues. Though the teachings of Human Society and its Environment a multicultural perspective is both encouraged and taught. Over-arching this is our mission based on the teachings of Jesus Christ.

Programs to Support Students
All students are supported in their studies through appropriate curriculum processes. In 2006 parents were invited to attend interviews during February, during which time parent expectations and teaching programs were discussed. This proved valuable in setting the framework throughout the year. Teacher programs reflected a variety of learning styles and assessment processes. It is envisaged this process will continue over a five year cycle.

Respect and Responsibility
Supporting the Government’s National Safe Schools Framework, St. Patrick’s developed a whole school community pastoral responsibility program. We ensure, to the best of our abilities, that St. Patrick’s is a safe and secure workplace for all. Our policies and practices reflect the care and respect with which we hold parents, staff and students. St. Patrick’s has on display the Values of Australian Schools and National Safe Schools Framework posters.

Student Achievement
Statewide Tests and Examinations
The table below indicates the percentage of students who have achieved national literacy and numeracy benchmarks.

<table>
<thead>
<tr>
<th>Year 3</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>100%</td>
<td>100%</td>
<td>100%</td>
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</table>

<table>
<thead>
<tr>
<th>Year 5</th>
<th>Reading</th>
<th>Writing</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>80%</td>
<td>100%</td>
<td>100%</td>
</tr>
</tbody>
</table>

Basic Skills 1998 to 2006
Our school has participated in Basic Skills Literacy and Numeracy since 1998 and in BST Writing since 2001. The school monitors the Basic Skills trend data each year and uses that information to form its learning and teaching practices for the upcoming year.

3. School Renewal

Progress of the School Renewal Framework

School Improvement Targets
Vision and Mission
During 2006 various staff members took leave and/or are leaving. As a consequence we only made superficial gains on this Statement. This will be a priority in 2007 as some staff members return and others are appointed.

Policies & Curriculum
In 2006 we completed, through the visit of a Leader, two aspects of bullying and peer support. We have in place Policies and Strategies that address this area and recognise it is an ongoing area of need.

- Semester 1 - we complied with the changes to assessment and reporting. This was a culmination of many months of preparation. Our parent night was extremely well attended which resulted in a comprehensive understanding of the A to E grades. This format has future ramifications for our Programming Policy.
- We completed our Curriculum Review for Maths and Creative Arts. A small number of recommendations was addressed immediately.

We have commenced tracking all students K-6 in four areas of numeracy and literacy.

Technology
The staff was inserviced in MyClasses in Tm 2. We have a better understanding of its use and implications for student learning.

Professional Development
A CSO staff member reviewed our current policy and practice with regard to the various transport modes. This was completed early in Tm 1 and worked satisfactorily for the remainder of the year.
Resources & Facilities
Documentation is ready for second round offers of Investing in Our Schools funding. Funds were made available for Key Learning Areas. We have a well resourced school across all KLA’s.

In conjunction with parents, staff and Parish Priest the maintenance plan is complete and is included in the Investing in Our Schools grant.

4. School Overview

School Enrolment
Enrolment Policy
St. Patrick's Enrolment Policy follows the guidelines of the CSO Wagga. Enrolments can be taken from Years 1 to 6 throughout the year whilst Kinder has a formal interview and orientation process. Enrolment packages outlining relevant school information are available upon request at www.cso.wagga.catholic.edu.au

Student Enrolment Profile:

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
<th>Indig*</th>
<th>LOTE*</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>29</td>
<td>28</td>
<td></td>
<td></td>
<td>57</td>
</tr>
</tbody>
</table>

*Language background Other Than English

Structure of Classes
In 2006 class groupings consisted of Kinder/Year 1; Year 2/Year 3; Year 4/Year 5/Year 6. These classes were staffed by an individual classroom teacher.

Staff
Teacher Standards
The NSW government requires that this report detail the number of teachers in each of the following categories:
A) have 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.

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<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td></td>
<td>5</td>
</tr>
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</table>

Professional Learning
During 2006 all staff held a Bachelor of Education with one staff member obtaining a Masters Degree. The staff are required to hold qualifications in CPR with most having accreditation in First Aid. The staff participated in Chemical Safety, Workplace Relations, Harrassment and Child Protection Inservices, whilst on a professional level undertaking literacy and numeracy workshops. Significant professional learning centred around assessment and evaluation for the reporting system.

Staff Achievements
The staff of St. Patrick's hold qualifications equivalent to Bachelor of Education or Masters of Education. Two staff members hold qualifications in Religious Education.
Teacher Attendance and Retention
The federal Schools Assistance Act 2005 requires that each school report on the average attendance rate of staff members in a given school. The end figure is determined by calculations including certain periods of absence due to sickness, personal carers leave, leave without pay, special leave and accident/workers compensation leave. An attendance rate of 97.3% was achieved in 2006 by staff at St Patrick's Primary School, Holbrook.

Parent Involvement and Participation
Parents are welcome in our school on a formal/informal basis. The school celebrates St. Patrick’s Day, Religious feasts, Sacramental events, sporting occasions, Book Week and weekly assemblies – all of which are extremely well attended by parents.

Community Use of School Facilities
The school makes available the facilities for sporting, social and community groups. The Parish Council and the Youth Group hold monthly meetings in the School Library while our safe playground can be used by community groups.

Community Satisfaction
The following information has been provided to the school/college. It has been a valuable gauge for determining the level of satisfaction our community has with St. Patrick’s School.

Parents
My child (son or daughter) is usually happy at {school name here}

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
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Students
I am usually happy at {school name here}.

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

Staff
I am usually happy at {school name here}

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
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<tbody>
<tr>
<td>100%</td>
<td>%</td>
<td>%</td>
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Financial Statement Summary
See Appendix A

About This Report
This Report was written by the Principal, Tony Kent, using information from school records, parent surveys and School Council reports.
APPENDIX A

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.

System Income 2006

- School Fees 14%
- Other Fee Income 5%
- State Government Recurrent Grants 21%
- Commonwealth Government Recurrent Grants 57%
- Capital Income 3%
- Income from other sources 5%

System Expenses 2006

- Salary and Related Expenses 73%
- Non Salary Expenses 20%
- Capital Expenditure 7%
The total income and expense of the school, that is included in the above, is shown below.