ANNUAL REPORT

Introduction

St. Patrick’s Parish School is located in the heart of the city of Albury. It is a school which is strong in tradition, dating back to 1855, when the first school was opened in St. Patrick’s Parish. The school has a population of 530 students.

1 The School

1.1 Vision and Mission Statement

VISION STATEMENT

The vision of St Patrick's Parish 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

A COMMUNITY OF FAITH

- Promoting the Kingdom of God and the faith of the children we teach through love of God, involvement and celebration.
- Centred on Christ and the sacramental life of the Church.
- Deepening our Faith through modelling our life experiences on Jesus Christ.
- Knowing and teaching the Gospel values by example.
- Using Jesus as our model to teach children to reflect on their actions.
- Teaching children that God also works through other religions and faiths.

A COMMUNITY OF LEARNING

- Providing for individual differences and assisting children to find and nurture their skills and talents.
- Supporting and valuing excellence, achievement and effort through the provision of a comprehensive, quality curriculum.
- Supporting staff and valuing their dedication and professionalism.
- Supporting the use of technology as a tool for learning and teaching.
- Providing the opportunity for professional dialogues to enhance learning and teaching practices.

A COMMUNITY OF SERVICE

- Acknowledging, complementing and supporting the role of parents in our school.
- Envolving 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 appreciation of God’s creation and our role within the global community.

A COMMUNITY OF CARE

- Creating situations which are welcoming and inclusive of nature, children, their families and cultures.
- Upholding the dignity and rights of the teachers and children in our community.
- Establishing mutually agreed norms to nurture a safe, secure and stimulating environment conducive to learning.
- Creating a climate of fairness and justice by the establishment of high expectations, supported by appropriate discipline structures.
- Promoting self-esteem and critical thinking in students through the encouragement of a positive outlook.

My children, our love is not to be just words or mere talk, but something real and active; only by this can we be certain that we are children of the truth. (1 John 3:18-19)
1.2 Religious Education
The aim of St. Patrick’s school 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 their relationship with themselves, others and God. To assist us in doing so, we use the “Sharing Our Story” syllabus which has been endorsed by the Diocese of Wagga Wagga.
Each year, we conduct programs to help prepare the children to receive the Sacraments. The children in Year 2 were prepared to receive the Sacrament of Reconciliation for the first time in October. The Year 6 children were prepared to receive the Sacrament of Confirmation in August, with Bishop Hanna. The year 3 children received the Eucharist for the first time in June.
Each year Bishop Hanna comes to visit the school and all of the classes. The children enjoy spending time with the Bishop.
In terms 1 & 4 of this year, we organized a Parish mass. The children were involved in the readings and the singing. We organize one Parish Mass per semester. The school community gathered for a BBQ and catch up after Mass. The school is also responsible for organizing the mass on Christmas Eve.
As part of our commitment to raising funds for the missions, the children conducted a number of activities throughout the year. These included a coloured clothes day, and coin lines. The children raised a total of $3,300. Over $3000 was sent to the Catholic Missions, with the remainder being distributed between Mercy Works and the Moira Kelly Foundation.

1.3 The Arts
At St. Patrick’s, we provide activities designed to assist students to gain an increasing understanding and accomplishment in the visual arts, music, dance and drama. We help them to appreciate the meanings and values that each of the art forms offer personally, culturally and as forms of communication. Each week the students in years 3-6, spend an hour with Mrs. Scammell, engaging in activities involving music, dance and drama. The students engage in Visual Arts activities with their own class teachers. The students in K- Year 2 participate in activities involving the Arts within their own classes.
Once a year the students in each year level are responsible for organizing a whole school assembly. These are centred around a range of activities involving music, dance and drama, and are also great opportunities for the displaying of art works.
Once a year, we conduct a performance assembly at which children who have participated in the local eisteddfod are able to perform before their peers. Children who receive instruction in the performance arts outside of school hours are also invited to perform.
At the end of the year all of the students in year 6 participate in Time Tours, which is a musical presentation performed in the Parish Hall. The performances usually span the full week, with night performances included. This year’s performance was titled “You Can’t Stop the Music”, and was a huge success. Many students were given the opportunity to showcase their talents.

1.4 Sport
St. Patrick’s provides for a range of sporting interests and skills. The students participate in daily pep up sessions and well as PE and Sports lessons each week. During term 1 we conducted very successful carnivals for Swimming, Athletics (both track and field events) and Cross Country. We had several students move to the Deanery and Diocesan levels in these areas, with some of the squads having over 50 students in them. We also had 2 students who were successful in representing the state in Australian Rules.
During terms 2,3 and 4, the students from St. Patrick’s participate in the PSSA competition with the local state schools. This competition covers a range of sports including soccer, netball, cricket and hockey. Children who do not participate in this competition are involved in a range of skill development activities and games back at school. These include tennis, T-ball and netball.
Throughout the year we have visits from development officers who conduct clinics to enhance the development of various skills. The clinics involved all children and included such sports as Australian Rules, Soccer and Tennis.
1.5 **School Initiatives.**  
Each year the students participate in a range of activities designed to develop an understanding of the qualities necessary for a successful student leadership team. The students then take part in a voting process to elect their student council for the following year. The student council meet every 2nd week with the principal. They are responsible for representing the school at various functions throughout the year, including the Anzac Day wreath laying ceremony. They also assist around the school with fund raising activities.  
Each year we conduct a Kinder Orientation day, during which the Kinder students for the following year are invited to school to meet the other children in their class as well as to meet their teacher. While they are doing this, the parents gather in the library to meet each other and to gain information about the school and its functioning.  
All classes are allocated a “buddy class”. These buddies take part in a range of tasks with each other, including visual arts activities, St. Patrick’s Day games, Book week activities etc.  
Each class also has a class parent who is responsible for being a contact person for other parents in the class. They make contact with new class members, organize morning tea for after the school assemblies and other social functions as they arise.

1.6 **School Policies.**  
Our school has policies in place which are designed to address Student Welfare, Discipline and procedures for dealing with complaints and grievances. These policies are available for perusal at the school. The diocese of Wagga has established policies which are implemented by all schools in the Diocese. The full text of these policies can be found at: www.cso.wagga.catholic.edu.au  
The school has recently undergone a successful Registration & Accreditation process. The implementation of these policies is supported by the Catholic Schools Office.

1.7 **School Council**  
**Chairman report for 2007**  
Thank you to all the School Council Members for their efforts this year:  
The year in review:  
I know that everyone on the school council puts in hours of work organising, setting up, inviting people and then attending many of our social functions each year. It is a big commitment by each and everyone of you so thank you very much for your efforts. This year we started with a new principal and assistant principal. Well done to both of these ladies for a job well done.  
A few of the things we organized this year were:  
WORKING BEE: Record number of helpers in my time. Approx 60 attendees  
MOVIE NIGHT, GOLF DAY, LADIES NIGHT OUT, DENIM & DIAMONDS NIGHT, INFANTS TOILETS: working bee as well as provided funding along with the federal Govt. Investment in our school funding, MENS NIGHT OUT. Commenced building works in St. Joseph’s Hall, FETE.  
Once again thank you to everyone who helped organise or attended any of our school functions this year. We look forward to your ongoing support.  
Brendan Hynes  
Chairman, School Council.

2 **Information on Key School Programs**

2.1 **Curriculum Focus**  
Each year it is a requirement of the Catholic Schools Office that we complete a School Renewal Framework. The basis of this comes from the identified needs of the school through discussion with staff and Catholic Schools Office personnel. For 2007, the curriculum focus was on Religion and Creative Arts. We have spent time in preparing our Creative Arts documents for audit early in 2007. We also spent many hours in becoming familiar with the new reporting process that is being implemented across the Diocese, and the assessment procedures that need to be in place for this to happen.
2.2 Programs to Support Learning
Once again, St. Patrick’s is fortunate to be able to offer the services of 2 Reading Recovery teachers to assist those children in Year 1 who are in need of extra assistance with Literacy. This year we had 16 students benefit from inclusion in the program. The students are provided with 30 minutes per day, individual, guided instruction. The Reading Recovery program goes hand in hand with the Early Intervention program offered in Kindergarten. Sister Patricia assists with those children who are in need of learning support in Year 6. St. Patrick’s is fortunate to have a bank of 4 computers in each of it’s classrooms, as well as in the library. These computers are used to drive and enhance the learning of all students across all KLA’s. We continued the leasing cycle that we have developed for the classroom computers, with new leases being taken out on computers for all of the Years 3 & 4 classrooms. All computers are networked, and the students each have their own email address.
Each year we are registered to participate in the Premier’s Reading Challenge. All children are encouraged to participate in this extremely worthwhile educational activity.

2.3 Equity Programs
Staff at St. Patrick’s, ensure that syllabus outcomes and content reflect the learning needs and priorities of individual students. This includes the provision of quality learning tasks to allow for those students who slot into the following categories: Gifted and Talented, Aboriginal, E.S.L., Learning Support, Multi-Cultural. Provision is made to ensure that Gender equity and the difference and diversity of our students is also evident.

2.4 Programs to Support Students.
Students who are funded due to a physical or cognitive disability, are assisted by the Catholic Schools Office through the provision of a teacher’s assistant or system support. The teacher assistant works with the student and the classroom teacher to allow the student to more readily access the syllabus delivery in the classroom. Each student has a learning support plan organised by the class teacher, based upon the identified needs of the individual child. There are regular support meetings in which parents are kept informed of the changes to the plan and the progress of the child.
Each week we have the services of our Centacare counsellor, Cathy Paxton. Cathy visits our school twice a week and meets with students who have been referred by both parents and teachers.
All children visit the Border Life Education van when it visits each year. The lessons are designed to increase the awareness of, and the necessity for a healthy lifestyle.
The students in Year 4 and Year 6 take part in the Family Life program. This is a program that highlights and assists students, in dealing 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. Sr. welcomes all new families and visits families who are in need of support. She also pops in to just say hello and catch up with our families.
We also have located at our school a Satellite Class for the South Coast School for Autism. The class opened at the beginning of 2006. Children from our school who have been diagnosed with Autism are able to apply to enroll in the class.

2.5 Respect and Responsibility
Each year the students at St. Patrick’s participate in norm setting practices. These norms are then used as a point of reference when necessary. The basis for the process comes from an understanding of the respect and dignity that needs to be shown to all students and school community members at all times. The posters outlining the Values for Australian Schooling and the National Safe Schools Framework, are displayed in the front foyer of the school office. We also offered a Forum to outline the delivery of Values Education at the school. This was conducted in conjunction with Holy Spirit School, Lavington.

2.6 Student Achievement
Students in Year 3 and Year 5 participated in the Literacy, Numeracy and Writing Basic Skills tests. These are external tests required by the Board of Studies. Our results were very pleasing and will inform future learning and teaching and our planning for future educational practice.
### BASIC SKILLS TESTING PROGRAM 2007 – Year 3

#### Aspects of Literacy and Numeracy Table 3: Percentage in Skill Bands

<table>
<thead>
<tr>
<th>Band</th>
<th>State</th>
<th>WRITING</th>
<th>LANGUAGE</th>
<th>READING</th>
<th>LITERACY</th>
<th>OVERALL LITERACY</th>
<th>NUMBER</th>
<th>MEASUREMENT AND SPACE</th>
<th>OVERALL NUMERACY</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td></td>
<td>16</td>
<td>23</td>
<td>23</td>
<td>17</td>
<td>25</td>
<td>22</td>
<td>19</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>20</td>
<td>17</td>
<td>23</td>
<td>19</td>
<td>19</td>
<td>17</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>32</td>
<td>26</td>
<td>22</td>
<td>30</td>
<td>22</td>
<td>19</td>
<td>27</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>39</td>
<td>32</td>
<td>23</td>
<td>31</td>
<td>35</td>
<td>19</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>32</td>
<td>25</td>
<td>27</td>
<td>30</td>
<td>20</td>
<td>29</td>
<td>26</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>33</td>
<td>26</td>
<td>23</td>
<td>28</td>
<td>20</td>
<td>32</td>
<td>38</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>12</td>
<td>14</td>
<td>16</td>
<td>15</td>
<td>21</td>
<td>20</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>6</td>
<td>17</td>
<td>26</td>
<td>22</td>
<td>23</td>
<td>28</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>8</td>
<td>13</td>
<td>12</td>
<td>9</td>
<td>12</td>
<td>10</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>1</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

### BASIC SKILLS TESTING PROGRAM 2007 – Year 5

#### Aspects of Literacy and Numeracy Table 3: Percentage in Skill Bands

<table>
<thead>
<tr>
<th>Band</th>
<th>State</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>6</td>
<td></td>
<td>23</td>
<td>26</td>
<td>27</td>
<td>27</td>
<td>23</td>
<td>34</td>
<td>37</td>
<td>32</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>31</td>
<td>33</td>
<td>44</td>
<td>44</td>
<td>42</td>
<td>64</td>
<td>65</td>
<td>38</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>32</td>
<td>25</td>
<td>25</td>
<td>26</td>
<td>30</td>
<td>20</td>
<td>21</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>43</td>
<td>27</td>
<td>29</td>
<td>24</td>
<td>29</td>
<td>15</td>
<td>14</td>
<td>21</td>
<td>17</td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>28</td>
<td>24</td>
<td>27</td>
<td>26</td>
<td>28</td>
<td>23</td>
<td>17</td>
<td>25</td>
<td>24</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>24</td>
<td>24</td>
<td>20</td>
<td>21</td>
<td>26</td>
<td>12</td>
<td>15</td>
<td>23</td>
<td>23</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>12</td>
<td>16</td>
<td>15</td>
<td>14</td>
<td>14</td>
<td>15</td>
<td>17</td>
<td>12</td>
<td>15</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>1</td>
<td>12</td>
<td>8</td>
<td>11</td>
<td>3</td>
<td>8</td>
<td>6</td>
<td>14</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>3</td>
<td>7</td>
<td>5</td>
<td>5</td>
<td>4</td>
<td>6</td>
<td>5</td>
<td>7</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>0</td>
</tr>
<tr>
<td>1</td>
<td></td>
<td>2</td>
<td>2</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>School</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
2.7 Staff Achievement
Staff attend weekly meetings for both the day to day school organization as well as Professional Development. The main focus for whole staff Professional Development for 2007, was the preparation of school documents for auditing purposes as well as reporting inservice. Staff had several PD meetings to address these. Some were presented by staff at school and others were presented by personnel from the Catholic Schools Office. We also had Professional Development for Child Protection and Workplace Harassment.
Many of our Early Stage 1 and Stage 1 teachers underwent training in the administration of the Observation Survey, and the implementation of effective Literacy programs in the classrooms.

3 SCHOOL RENEWAL
Each year we are required to prepare a document which assists us in planning for the future development of our school. Each year we review the progress to date, and in consultation with the School executive and the staff, we set in place some goals for the coming year. Our main focus for 2007, was to conduct an audit on our school documentation in preparation for Registration and Accreditation in term 3. As well as this, we prepared our Creative Arts documents for auditing.
Both of these processes were very successful.

4 SCHOOL OVERVIEW
4.1 Enrolment Policy
St. Patrick’s School has priorities for enrolment which meet the requirements of the Catholic Schools Office. These include preference being given to Catholic children whose parents live within the Parish served by the school. The school enrolment guidelines can be viewed via the school office. The Catholic Schools Office Enrolment policy can be accessed via www.cso.wagga.catholic.edu.au

4.2 Student Enrolment Profile

<table>
<thead>
<tr>
<th>ENROLMENT INFORMATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>2003</td>
</tr>
<tr>
<td>2004</td>
</tr>
<tr>
<td>2005</td>
</tr>
<tr>
<td>2006</td>
</tr>
<tr>
<td>2007</td>
</tr>
</tbody>
</table>

4.3 Structure of Classes
St. Patrick’s is a co-educational school. We have classes from Kindergarten to Year 6, with 3 classes at each year level. At the beginning of each year all classes are reviewed in order to allow all children to experience a range of social interactions.

4.4 Teacher Standards
At St. Patrick’s we have a highly qualified and experienced staff, who constantly challenge themselves to develop in all areas of their profession. The table below indicates the number of staff members who fit into the following categories. All members of staff have been included. This includes teaching staff, teacher assistants, clerical staff etc.
A) Have teaching qualifications from a recognized higher education institution
B) Have qualifications from a recognized higher education institution but no formal teacher education qualifications
C) Have relevant successful teaching experience and appropriate knowledge but no formal teacher qualifications.
4.5 **Professional Learning**
Staff at St. Patrick’s are constantly learning. They meet on a weekly basis for general organization and for planning and programming purposes. As well as this there are other occasions in which staff are involved in more formal professional learning. For 2007, these occasions included the following:
- Working with the new Foundation Statements from the Board of Studies.
- Investigating assessment practices for the new A-E reporting format.
- CPR/First Aid updates.
- OH&S and Workplace practices.
- Developing a school based RE Scope & Sequence.
- Administering the Observation Survey.
- Early Literacy Practices.
- Developing a school based Creative Arts Syllabus and Scope & Sequence.
- Catering for Children with Autism.
- Inquiry Learning.
- Developing effective programming techniques.

4.6 **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 96.2% was achieved in 2007 by staff at St Patrick’s Parish School, Albury.

4.7 **Parent Involvement**
At St. Patrick’s we believe that the parents are the prime educators of their children. The development of a better spirit of trust, and co-operation between home and school is of vital importance. We encourage parental involvement by inviting parents to participate in:
- The School Council.
- Assisting with classroom activities.
- Excursions.
- Sporting activities.
- Social Functions.
- Assemblies.
- School masses.
- Information Nights.
- Library Support.
- Tuckshop.
- School Fete.
- Uniform shop.
- Working Bees.

4.8 **Community Use of School Facilities.**
St. Patrick’s Parish Hall is used for Assemblies, Diocesan, School and Parish functions. Drama and music classes are conducted on site, but not organized at school level. Local sporting teams utilize our facilities under supervision.

4.9 **Community Satisfaction**
The school community was surveyed and indicated 100% satisfaction with the manner in which the school was functioning.
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.
The total income and expense of the school, that is included in the above, is shown below.

**About This Report**
This report has been compiled by the various staff and personnel responsible for certain areas and information gathered from our wider school community.