

Annual School Report

2018 School Year

Mount St Patrick Primary School, Murwillumbah



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About this report

Mount St Patrick Primary School, Murwillumbah is registered by the NSW Education Standards Authority (NESA) and managed by the Lismore Catholic Schools Office (CSO), as the 'approved authority' for the Registration System formed under Section 39 of the NSW Education Act 1990.

The *Annual Report to the Parish School Community* for this year provides the parish school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education.

The *Report* also outlines to the parish school community information about initiatives and developments of major interest and importance and the achievements arising from the implementation of the school Improvement Plan.

The *Report* demonstrates accountability to the Federal and State Government regulatory bodies, the parish and school community and the Catholic Schools Office (CSO). This *Report* has been approved by the CSO which monitors school processes to ensure compliance with all NESA requirements for Registration.

This *Report* complements and is supplementary to school newsletters, yearbooks and other regular communications. The *Report* must be available on the school's website by 30 June 2019 following its submission to NESA.

The contents of this *Report* may be tabled for discussion at various parent forums and all information is public.

Further information about the school or this *Report* may be obtained by contacting the school on 02 6672 1536 or by visiting the website at www.murplism.catholic.edu.au.



1.0 Messages

1.1 Principal's Message

The primary purpose of Mount St Patrick Primary School, Murwillumbah is to support the members of the parish community in providing a faith formation for their children. The school fosters a commitment to the individual person and provides opportunities for academic, cultural and sporting achievement. Mount St Patrick Primary School, Murwillumbah offers students a quality Catholic education based on the teaching of the Church and within the context of a strong faith community.

Our parish school continued to provide many opportunities for the students to excel in academic, cultural and sporting areas. All of these areas combined to ensure that our school's mission was lived out daily in the life of the school.

The students' achievements and accomplishments were showcased throughout 2018. Student work was proudly displayed in classrooms, on school noticeboards and in the school office. School achievement was highlighted and celebrated at many school assemblies. Our focus was to continue to build on the reputation that Mount St Patrick Primary School, Murwillumbah has earned as an exemplary school. The following list provides an indication of the school's academic achievements. In 2018 the school:

- First Lego League team were selected to participate in the National Finals after winning 'Best Presentation' section at the Queensland State competition.
- Selected students received High Distinctions and Distinctions in various ICAS competitions.
- Selected students from Years 4, 5 and 6 entered and competed in the Australasian Mathematics Olympiad.
- NAPLAN results were very good with the school being above State average in most areas for both Years 3 and 5.
- Students received Major Prize awards and special recognition for their artwork in the Les Peterkin Portrait competition.

There were many opportunities throughout the year for our school to be represented at community and cultural events. The following list provides an indication of the school's cultural program and community involvement. In 2018 the school:

- Choir and band participated in the competition. All infant students participated in the Performing Arts Festival.
- Students represented the school by participating in the ANZAC Day March in Murwillumbah.
- Gardening Club students won 1st prize in the Murwillumbah and District Garden Competition. Produce from the garden beds is sold to our school community and used by the food technology class in the high school.
- School participated in the Bears to Schools Project 2018, which was an initiative with the National Servicemen's Association Murwillumbah Sub-Branch.
- Year 6 students participated in an excursion to Sydney/Canberra visiting significant places including Parliament House, the Australian War Memorial, National Gallery, Australian Institute of Sport and the High Court.

Students performed well at various sporting events throughout the year. The following list provides some examples of sporting highlights. In 2018:

- **Swimming:** Seven new school records were created at school level. Six in the 8 Year Boys events and one in the 10 Year Boys event. Mount St Patrick experienced great results at the Tweed Zone Swimming Carnival with a strong squad of 30 representing. Two of our students earned equal points to share in the title of Junior Boy Champion. At Diocesan level, eight



students represented our school with two qualifying to compete at the PSSA State Swimming Championships. Both students recorded personal best times at State placing 10th and 11th.

- **Summer and Winter Sport Trials:** Many students were selected to represent Mt St Patrick Primary to trial for the Tweed Zone teams. Hockey, Soccer, Netball, Rugby League, Touch Football, AFL, Tennis and Basketball were all represented. Successful students then formed Zone Teams: four students in Touch Football, one student in Tennis, eight students for Hockey, five students in AFL, seven students in Rugby League, six students in Soccer and three students in Basketball. A high number of students then went on to experience further success with the selection into the Diocesan Teams: three students in AFL, two students in League, three students in Hockey, three students in Soccer and one student in Tennis. Finally, five students were selected into Polding teams: three in AFL, one in Hockey and one in Tennis.
- **Cross Country:** Mount St Patrick students competed well at the Tweed Zone Cross country with 53 students representing their school. One student received Runner Up Age Champion. Eleven students continued on to the Diocesan carnival. Five students qualified for the NSW CPS Cross Country and one student then qualified for the NSW PSSA Cross Country.
- **Athletics:** Three new school records were created in the 9 Years & 10 Years 100m and the 10 Years 200m. A strong team of 38 students represented our school at the Zone Carnival. Our school won School Champion. Three students won Age Champion and one student won Age Champion Runner Up. A strong squad of 24 represented our school at Diocesan level with one student winning Age Champion. Six students progressed onto Polding level including the Senior Boys Relay team. One student placed 3rd at Polding, two placed 4th, and one placed 6th and 8th. One student represented at PSSA placing 10th.

There were many people who assisted in the school's quest for excellence. In particular, special thanks are extended to the parent body and the school staff for all their generous efforts. Mount St Patrick Primary School, Murwillumbah is indeed blessed to have such dedicated and enthusiastic people supporting the school.

Brendan Ryan
Principal

1.2 A Parent Message

Mount St Patrick Primary warmly welcomes all parents to its vibrant school community. Parents are encouraged to be actively involved in various aspects of school life. This can be through attending Parent Forum meetings, covering library books, helping in the classrooms, at sporting or other events and much more. Parents are invited and encouraged to attend all events, assemblies and other school functions that take place.

During 2018 the Parent Forum had four meetings, one each term. During these meetings, parents and staff decided where Forum funds would be best used during the year and parents were consulted on proposed changes in school policy.

Funds raised by the Forum were approved/directed towards the purchase of a variety of resources for the school. The major expense for the year was contributing \$10,000 towards the purchase of a new adventure playground for the school. Other expenses for the year included the sports subsidy program, Skoolbag subscription, Mother's Day stall, Father's Day stall, discos, Monster Raffle and staff lunch for World Teacher's Day.



The fundraising activities for the year included school discos, Monster Raffle, Colour Run, Mother's Day Stall and Father's Day stall.

Parent representatives of each class organise an event (as delegated by the parent forum), and recruit other parents of the class to help. School Disco's, Mother's and Father's Day stalls are examples of this. Parents manned the BBQ at discos, and ordered, wrapped and sold gifts at the stalls.

Parents represented Mount St Patrick Primary at the Parent Assembly. This Assembly allows the school access to different speakers on wide variety of parenting and education topics.

Mount St Patrick Primary enthusiastically promotes the belief that teaching children is a joint effort between parents and teachers. The school promotes strong parent-teacher relationships, helping to ensure the best educational experience for each individual child.

Sheridan Hargreaves
Chairperson
Mount St Patrick Primary Parish School Forum

2.0 This Catholic School

2.1 The School Community

Mount St Patrick Primary School, Murwillumbah is part of the Sacred Heart Parish which serves the communities of Tweed Valley and Tweed Coast, from which the school families are drawn.

Last year the school celebrated 115 years of Catholic education.

The parish priest Father Anthony Lemon is involved in the life of the school.

Mount St Patrick Primary School, Murwillumbah is a parish school with strong links to the parish family. The school aims to involve the children and their families in the life of the parish through activities such as:

- Involvement in the Annual Parish Christmas Carnival and Nativity Tableau.
- Preparation for and involvement with liturgical celebrations.
- Involvement in fundraising for non-for-profit organisations e.g. St Vincent de Paul – 'Christmas Appeal', 'Winter Appeal', Catholic Mission – 'Socktober' and Caritas Australia – 'Project Compassion.'
- Student discipleship initiatives including Exuro (Year 6 students) and Incitare (Year 5 students).
- Collaboration with Mount St Patrick College for St Patrick's Day, Catholic Schools Week, Sacramental retreats and Year 6 Retreat Day.

The parish school uses the mandated Diocesan Religious Education curriculum and the resource text "To Know, Worship & Love". Catholic life and culture permeate school life with 2.5 hours of religious education taught formally each week. The Diocesan Daily Prayer guidelines support the school's prayer life. The aims and direction of our parish school are guided by *Catholic Education in the Diocese of Lismore, Foundational values for Catholic Identity and Mission*. This Framework underpins all policy, planning, roles and processes within the parish school. Our aim is to increasingly integrate the essence of this statement into all aspects of school life. Religious Education is given priority in our school and classroom curriculum and planning.

The parish school Mission Statement highlights the nature and calling of the school.



2.2 School Enrolment

Mount St Patrick Primary School, Murwillumbah caters for children from Years K to 6. The following table indicates the student enrolment characteristics:

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	TOTAL 2018	TOTAL 2017
Male	15	18	19	31	26	20	23	152	158
Female	32	36	25	21	27	38	29	208	209
Indigenous <i>count included in first two rows</i>	1	1	6	1	3	5	4	21	18
EALD (Language background other than English) <i>count included in first two rows</i>	1	1	3	1	5	4	0	15	10

2.3 Student Attendance

In order for students to reach their full potential it is important that they attend school regularly. Whilst it is the parents' legal duty to ensure their children attend school regularly, our staff as part of their duty of care monitor attendance each day. The Class Roll is marked every day and rolls are checked each week by the principal or their delegate. The school uses the attendance coding system adopted in all NSW schools. Unexplained absences are followed up promptly by staff. Parents are requested to provide a satisfactory explanation for an absence by means such as a written note, telephone call, sms message or email to the school preferably on the first day of absence, and certainly within seven days. The principal is made aware of sustained student absences or absences reflecting a pattern. In these situations, the principal or delegated staff member contacts the parent/guardian. Parents are encouraged to arrange medical and other necessary appointments outside school hours. Prolonged periods of absence occur from time-to-time for various reasons. In these cases, students and their parents meet with the principal to discuss the leave request.

The average student attendance rate for the school during 2018 is shown in the following table.

	Year K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	All Years
Average Student Attendance rates	93.9%	93.64%	93.42%	93.18%	93.05%	94.0%	91.64%	93.3%

2.4 Teacher Standards and Professional Learning

Teacher Qualifications / Staff Profile	Number of Teachers
1. Those teachers at the NESAs Teacher Accreditation Provisional or Conditional level.	4
2. Those teachers at the NESAs Teacher Accreditation Proficient level.	24
3. Those teachers at the NESAs Teacher Accreditation Highly Accomplished level.	0
4. Those teachers at the NESAs Teacher Accreditation Lead level.	0
5. Teachers with recognised qualifications to teach Religious Education.	22
6. Number of staff identifying as Indigenous employed at the school.	1
7. Total number of non-teaching staff employed at the school.	3

2.5 Teacher Attendance and Retention

The average teacher attendance figure is 95.34%. This figure is provided to the school by the CSO.

There were no significant staffing changes last year.

2.6 Initiatives Promoting Respect and Responsibility

The school ensures that at every available formal and informal opportunity the values of respect and responsibility are promoted. We want every student to understand and appreciate that they are part of both the school and the local community.

The school models and teaches students about respect and responsibility in a number of ways:

- Through our Positive Behaviour for Learning Program (PBL), our school aims to promote a safe and positive school community in which learning is enhanced through shared beliefs and expectations. The intended outcomes are for the school to create a positive environment by adopting proactive strategies for defining, teaching and supporting appropriate student behaviour as well as to achieve important social and learning outcomes while promoting positive student behaviours.
- At Mount St Patrick Primary School, we follow the values of the Presentation Sisters. The Presentation Sisters assisted in the foundation of our school in the early 1990's. These seven values are: Commitment, Compassion, Creativity, Communion, Courage, Confidence and Contemplation. Twice a term students from Kindergarten to Year 6 participate in '*Heart & Pride*' sessions. In these '*Heart & Pride*' sessions students explore the values listed above.
- As part of Catholic Schools Week our Year 6 students participated in a Student Discipleship Day. Students from the Year 10 CSYMA classes at Mount St Patrick College and St Joseph's College assisted with the implementation of this day. We also had selected Year 6 students



attend another Student Discipleship Day called Exuro. Selected students from Year 5 attended the Student Discipleship Day called Incitare with other students from neighbouring Catholic schools.

- In addition to these initiatives we have continued with programs such as Mini-Vinnies, Youth Environment Committee, Seasons for Growth and friendship groups have all been conducted within the school.

2.7 Parent, Student and Teacher Satisfaction

The school uses a variety of methods to gauge parental, student and teacher satisfaction with school operations. The school understands the importance of regularly reviewing approval and satisfaction levels. Last year the following formal and informal opportunities allowed the school to test reaction to decisions, policy and school procedures.

- Mount St Patrick Primary participated in the Diocese of Lismore School Improvement Survey (DOLSIS). As part of the DOLSIS process, surveys were distributed to key stake holders in the school community: staff, parents, and students. All staff, students from Years 3, 4, 5 & 6 and a random selection of 60 families were invited to participate in an on-line survey. The School Improvement Surveys are key tools that provide our school with data to assist in understanding how well our school is operating. The information provided helps our school to improve the people management and work practices that drive staff well-being, motivation, and performance, as well as student academic and socio-emotional outcomes. The graphed results of the surveys were shared with both staff parents and follow up activities were initiated in response to the survey results.
- Each Parent Forum meeting allows opportunities for question time and open discussion. Parents are able to raise school related issues, concerns, make suggestions or recommendations to the Principal. Feedback on the openness and format of the meetings was very supportive of both the meeting format and process.

3.0 Teaching and Learning

3.1 School Curriculum

The school provides a comprehensive educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education.

The Mount St Patrick Primary School Response to Intervention (RtI) model is a whole school instructional framework that is systematic, flexible and responsive. It has been tailored to meet our context and individual student needs in order to improve outcomes for all students. It includes the following 3 tiers of support:

- TIER 1: Quality, engaging and differentiated teaching and learning derived from a rich curriculum and effective, evidence based pedagogical practices. Regular, periodic assessment for, as and of learning is used to identify learners who require additional time and support.
- TIER 2: Increasingly tailored, smaller group instruction over a period of time that enables predetermined learning goals to be achieved.



- TIER 3: Highly specific, targeted intervention for students who have not responded to Tier 2 intervention or who have been identified through diagnostic assessment as requiring additional or unique instruction or intervention.

At Mount St Patrick Primary School we believe that early, ongoing identification of Gifted and Talented/High Potential learners is crucial to improving learning outcomes for our students. We understand that Gifted and Talented/High Potential Learners vary in terms of the nature and level of their abilities, are not always visible or easy to identify, come from diverse backgrounds and are found in all cultures, socio-economic levels and geographic locations. We seek to enable outstanding abilities of students to be recognised through the quality and scope of the school curriculum as well as additional programs and activities including the First Lego League robotics challenge, Maths Olympiad, ICAS and acceleration in relevant KLAs.

Technology is a fundamental, daily component of teaching and learning at Mount St Patrick Primary School. The use of a variety of equipment and devices is embedded across Key Learning Areas, enabling students to develop and apply their knowledge and skills in both ICT and digital technologies in meaningful and relevant ways. Students are provided with diverse opportunities to develop a range of thinking skills and ethical understandings and to work collaboratively with others to investigate and seek well-considered solutions to problems.

Mount St Patrick Primary School recognises the importance of whole school shared beliefs and practices in literacy and numeracy including the need for effective feedback and the development of a growth mindset in students. Uninterrupted literacy and numeracy blocks are prioritised for timetabling during key learning times. Daily mathematics blocks contain a number sense/warm up component, rich, challenging, differentiated tasks, a reflection phase and rich mathematical discourse and questioning. Visual models and manipulatives are used in all classrooms to differentiate learning and sequentially develop abstract understanding. In literacy, the Gradual Release of Responsibility Model is used in reading and writing to ensure a range of explicit, modelled, shared and independent teaching and learning opportunities are provided according to student needs. A range of quality literature is used in both reading and writing. In both literacy and numeracy, all tasks are viewed as potential opportunities for assessment with a range of assessment as, of and for learning activities being utilised to inform instruction and provide feedback to students and parents.

The school continues to work towards developing a 21c pedagogy. This pedagogy will underpin learning across the school. This year, developmentally appropriate programmable devices were purchased for each year level; which enabled students to apply and extend upon their learning in the area of digital technology. In addition, for the first time ever, a team of students were selected to compete in the international First Lego League competition. This team won the Brisbane Regional Champions Award followed by the Best Presentation award at the subsequent Queensland State Championships. As a result, the team was then eligible to compete at the Australian National Championships in December. The introduction of Lego robotics into the school along with the achievements of the First Lego League team has enthused and inspired other students to participate in coding and robotics activities next year. Across the school, many classes have also been using the Green Screen for composing and publishing in a range of KLAs and in addition, Year 5 have recorded and published a number of publicly available podcasts.

Within the school, there has been a focus on providing timely, relevant feedback to students as well as opportunities for collaboration, self and peer reflection and problem solving across the curriculum. In mathematics, students have been engaged in rich mathematics tasks designed to promote productive struggle, deep conceptual understanding and rich classroom discourse.

The parish primary school offers a strong co-curricular program which includes student participation in:

- The Mount St Patrick's 'First Lego League Team' won 1st place and were named Brisbane Regional Champions.
- The Garden Club won 1st place in the Murwillumbah and District Schools Garden Competition.
- Our school participated at the Murwillumbah Performing Arts Festival. Mount St Patrick entered many categories including: Primary School Combined Vocal and Instrumental Group, Primary String Ensemble, Instrumental Ensemble, as well as string solo, instrumental duet, original composition and piano solo.
- Many students from Mount St Patrick Primary participated in the ANZAC Day March in Murwillumbah.
- Year 6 students participated in an excursion to Sydney/Canberra visiting significant places including Parliament House, Australian War Memorial, National Gallery, Australian Institute of Sport and the High Court.

3.2 Student Performance in National Testing Programs

3.2.1 NAPLAN

The school participated in the National Assessment Program Literacy and Numeracy (NAPLAN) with students in Years 3 and 5 tested. In Year 3, 52 students presented for the tests while in Year 5 there were 56 students.

In Literacy there were four elements tested. These were reading, writing, spelling and grammar and punctuation. In Numeracy, students were tested in number, patterns and algebra, measurement, data and space and geometry.

In both Year 3 and Year 5 there are six achievement bands with Band 6 being the highest level of attainment in Year 3 and Band 8 the highest in Year 5.

The Commonwealth Government has set minimum acceptable standards for reading, writing and numeracy at particular ages.

At Mount St Patrick Primary School, Murwillumbah, school and student performance is closely monitored. These tests are one means of gathering data on individual student and school achievement. School staff have participated in Catholic Schools Office information sessions on NAPLAN and Data Analysis workshops.

The following data indicates the percentage of Mount St Patrick Primary School, Murwillumbah students in each band compared to the State percentage.

**Year 3 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 1 to 6**

BAND	6		5		4		3		2		1	
	State	School										
Reading	27.7	23.1	24.7	40.4	20.2	19.2	12.8	13.5	7.2	3.8	3.8	0.0
Writing	10.9	15.4	36.0	34.6	24.3	28.8	18.4	17.3	5.4	1.9	2.8	1.9
Spelling	25.8	15.4	25.0	36.5	21.0	25.0	13.7	15.4	8.0	5.8	4.4	1.9
Grammar and Punctuation	30.9	36.5	16.8	21.2	23.2	26.9	12.5	11.5	8.2	1.9	4.2	1.9
Numeracy	17.8	15.4	25.7	38.5	26.5	26.9	16.6	11.5	10.1	5.8	2.1	1.9

**Year 5 NAPLAN Results in Literacy and Numeracy
Percentage of students in Bands 3 to 8**

BAND	8		7		6		5		4		3	
	State	School										
Reading	17.4	26.8	20.9	14.3	23.8	19.6	19.6	23.2	11.2	10.7	4.5	5.4
Writing	4.6	12.5	11.5	21.4	27.2	32.1	35.9	23.2	11.5	8.9	7.0	1.8
Spelling	14.6	12.5	22.7	25.0	31.1	41.1	17.7	12.5	9.3	8.9	3.6	0.0
Grammar and Punctuation	18.1	12.5	18.1	21.4	29.1	32.1	16.2	23.2	11.0	8.9	4.9	1.8
Numeracy	12.5	5.5	19.7	21.8	25.9	34.5	26.3	23.6	12.1	10.9	2.6	3.6

As can be seen from the table the percentage of Year 3 students in the top three bands in Numeracy is pleasing compared to State figures. A number of initiatives have contributed to these results including the implementation of a range of teaching strategies to improve student understanding in numeracy. Extensive work has also been implemented around whole school beliefs and practices in mathematics. The Year 5 results in writing show students above the State level in the top 3 bands.

3.3 Teacher Professional Learning

All teachers have been involved in professional learning activities during the year. These activities are designed to develop the professional skills and understandings of staff so as to improve student outcomes. Professional development can take many forms including whole-staff development days, subject specific in-services, meetings and conferences.

Whole staff development day professional learning activities in 2018 were:

Staff Professional Learning Activity	Date	Presenter
Developing Writing	23/07/2019	Tania Morosini & Sonya Pearson
Mathematics Shared Beliefs and Practices	15/10/2019	Tim Waugh
Introduction to the New Science and Technology Syllabus	15/10/2019	Tania Morosini and Sonya Pearson
Building Cultural Capacity	17/09/2018	Brendan Ryan, Maureen Lill, Reg Barber, Simon Smith, Tiarne Carney, Jodie Champley

Additionally, staff attended either singly or in groups a range of professional development opportunities including:

Activity	Staff numbers	Presenter
Building Cultural Capacity Workshop	6	Hamish Valentine
Mentoring for Effective Teaching	4	Marina Wiggins, Mathew Lynch, Jocelyn Reese
Graduate to Proficient Teacher Formation Program	4	Michele McDonald, Marina Wiggins, Mathew Lynch, Jocelyn Reese
Writing Leadership Workshop	2	Kate Salmon, Nadine Slingsby
Emu Specialist Teacher Training	2	Joanne Hall, Ann Gervasoni
Maths Block K-6 Reflection Workshops	2	Samantha Donoghue, Joanne Hall
Building Cultural Capacity SIT Workshops	6	Hamish Valentine
Catholic Worldview Mathematics	3	Ann Thurgate, Sarah De Byl, Tameka Harris, Samantha Donoghue, Joanne Hall
K-6 Science and Technology Workshop for the Revised Syllabus	3	Kate Salmon
K-6 Learning Progressions as a Teaching Tool	4	Judy Rogers, Mary Walsh, Leanne Feltis, Kate Salmon



The professional learning expenditure has been calculated at \$7887 per staff member. This figure has been calculated by the CSO and reflects expenditure on casual release days and professional development activities in particular categories.

4.0 School Policies

4.1 Enrolment Policy

Parish schools were established as places of educational excellence and places that transmit the faith, in the mission entrusted to the Church by our Lord Jesus Christ. They form part of a tradition of Catholic education provided by religious and lay teachers in the Diocese of Lismore for over 150 years. They also fulfil parents' rights to choose the schooling for their children which reflects their own faith, values, beliefs and hopes. Catholic schools have a particular responsibility to provide a Catholic religious education to children baptised in the Catholic faith and to support parents in honouring the commitments that they made on behalf of their children at baptism. The Catholic school is also "open to all who want to share its educational and faith goals inspired by Christian principles" (Congregatio de Institutione Catholica 2009). Most importantly, there is a special place in parish schools for those with the greatest need, especially in areas of lesser educational options or lower socio economic circumstances, and efforts should be made to encourage such enrolments, within the vision of the Bishop of Lismore for the poor. Every new enrolment at Mount St Patrick Primary School, Murwillumbah requires parents to attend an enrolment interview. The interview provides an opportunity to learn more about the educational experience provided by the school, specific school procedural policies and current school expectations. The School Enrolment Policy explains the Parish enrolment guidelines. A copy of the enrolment policy is located in the school office or it can be accessed on the [school's website](#).

4.2 Pastoral Care Policy

The school's Pastoral Care Policy is based on the principles of restorative justice and procedural fairness. The policy reflects the vision and mission of the Catholic Church and is characterised by safety, trust and mutual respect. To live out this policy the school has adopted various programs aimed at helping students value themselves and experience wellbeing. These include programs focussing on self-esteem, social relationships, moral development, vocational awareness, sexuality, anti-bullying, drug awareness, health and personal safety. The school's pastoral care program has been developed in consultation with staff, parents and students.

4.3 Discipline Policy

The school does not sanction corporal punishment or allow parents to administer corporal punishment in the school.

The school policy is based on procedural fairness and ensures that school practices respect the dignity, rights and fundamental freedoms of individual students. Students are required to abide by the school rules and to follow the directions of teachers and other people with delegated authority. Where disciplinary action is required any penalty imposed will vary according to the nature of the breach and/or the student's prior behaviour. The policy is discussed with students, staff and parents on a regular basis. Reminders about the policy are included in school newsletters.

4.4 Anti-Bullying Policy

The school's Anti Bullying Policy fosters a cohesive approach to the issue of bullying and includes specific initiatives which are designed to promote pastoral care, wellbeing and safe school communities. This policy covers the bullying of students with disabilities. Disabled children and young people need to know they have the right to be safe from bullying, what bullying is, how to keep safe and what to do if adults do not do enough to stop the bullying. The dignity of the human person is the foundation of all Catholic social teaching and intrinsic to our education ministry.

4.5 Complaints and Grievance Policy

The school policy is based on procedural fairness and recognises that parents and caregivers must have access to processes that allow them to resolve concerns in a supportive and conciliatory environment. Any concerns raised are responded to promptly and fairly, and confidentiality is always maintained. The policy is available at the front office or from the [school's website](#).

5.0 School Determined Improvement Targets

Each year the school implements the School Improvement Plan. 2018 was a very rewarding year.

Key improvements achieved this year	Key Improvements for 2019
<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Provided professional development opportunities for staff with a focus on Catholic Worldview in mathematics. • Embedded the use of storytelling strategies from Kinder-Year 6. • Ensured teachers used Labora and Seesaw as part of incorporating digital ministry to promote parish/school community. 	<p>Catholic Identity and Mission</p> <ul style="list-style-type: none"> • Develop shared beliefs and agreed practices for teaching Scripture. • Audit of resources available for staff professional reading on Scripture and to support the teaching of Scripture in the classroom. • Staff to use Mass responses and hymns/songs as part of class prayer.
<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • Focused on environmental initiatives within the school including a garden club and purchase of a water tank • Redeveloped the adventure playground area with more modern and child friendly equipment. 	<p>Organisation and Co-Leadership</p> <ul style="list-style-type: none"> • As a Professional Learning Community we seek to promote teacher development through participating in COI (Cycles of Improvement), Peer to Peer teaching opportunities and Instructional Walks in all classrooms. • Redevelop a general learning area within the school to facilitate STEM initiatives for all students.

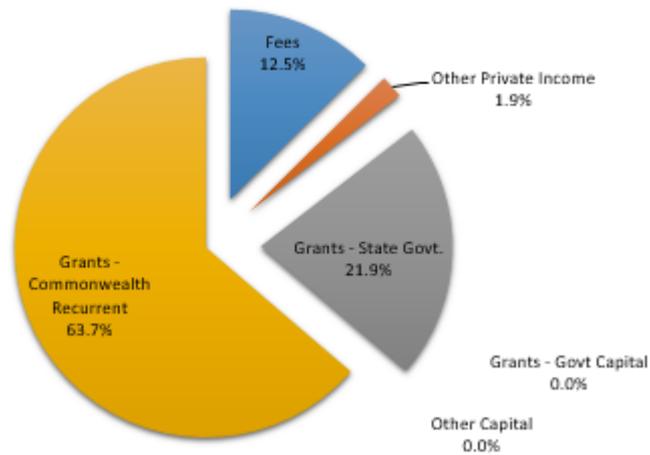
<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Improved modelled, shared, guided and independent writing practices in all classrooms. • Developed teacher understanding of the Gradual Release of Responsibility Model in English and ensure it is being consistently used across the school. • Embedded shared beliefs, understanding and aligned practices in mathematics. • Incorporate quality STEM based teaching and learning activities across the curriculum in all year levels. • Developed and implemented a High Potential Learning Policy. 	<p>Teaching and Learning</p> <ul style="list-style-type: none"> • Teachers align mathematics programs and practice with whole school shared beliefs and understandings. • Parents invited to family mathematics night to deepen understanding of our whole school shared beliefs and practices in the teaching and learning of mathematics. • Consolidate Seven Steps and Sheena Cameron Writing programs as a resource to support the teaching and learning of writing. • The High Potential Learner coordinator to seek and provide opportunities to extend and challenge High Potential Learners and work collaboratively with teachers to implement the High Potential Learner Policy.
<p>Community and Relationships</p> <ul style="list-style-type: none"> • Staff: empowered staff to manage student behaviour using proactive strategies that are consistent across the whole school • Staff; participated in the BCC (Building Cultural Capacity) process with a focus on school improvement. • Students: developed and maintained safe and positive relationships with others. 	<p>Community and Relationships</p> <ul style="list-style-type: none"> • Staff: Through elected Actions Teams staff seek to encourage and improve communication between all levels of the school community. • To develop shared beliefs and behavioural expectations in order to maintain a positive and safe school community in which learning is enhanced.

6.0 Financial Information

Catholic schools are accountable for all monies received. Each year, the Lismore Catholic Schools Office submits to the Commonwealth Government a financial statement on behalf of the parish primary schools and secondary colleges. This statement details the income and expenditure of each school. In addition, the financial accounts for each school and for the Catholic Schools Office are audited annually.

A visual summary of the income and expenditure reported to the Commonwealth Government for 2018 is presented below:

2018 INCOME - Mount St Patrick Primary School MURWILLUMBAH



2018 EXPENSE - Mount St Patrick Primary School MURWILLUMBAH

