



**CATHOLIC**  
education office  
HOBART

St Patrick's Catholic School Latrobe  
Community Report



**2015**



# St Patrick's Catholic School

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## ANNUAL SCHOOL COMMUNITY REPORT FOR 2015

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### 1. INTRODUCTION

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**Principal:** Rod Linhart

### 2. SCHOOL PROFILE

St Patrick's Catholic School is a Co-Educational School with seven classes from Kindergarten to Year 6 with an enrolment of 156 students. It is situated in the municipality of Latrobe on the North West Coast of Tasmania.

#### **The History of St Patrick's School**

While Catholic education began in St Patrick's Church in 1863, the school opened in 1887. Miss Ellen Hartnett was employed as the first teacher. Laywomen taught in the school until the Sisters of Mercy arrived from Bendigo, Victoria in December 1892. The school provided both primary and secondary education. In addition the sisters taught music privately.

A new school was built using voluntary labour in 1939. The Sisters of Mercy staffed the school alone from 1892 until a lay teacher was again employed in 1971 to teach Prep in the Church Hall. The Sisters relinquished management of the school in 1992 after 100 years.

Extensions, financed by a Commonwealth grant, were completed in 1979. Two classrooms, open area, toilets and administration area were added along with new equipment. A parish-funded hall was also completed at this time. In 1992 and 1994 three classrooms for early childhood classes were built (with disadvantaged schools funds) and library facilities improved.

The first lay school leader in 100 years, Mr Philip Robinson, was appointed in 1993. The kindergarten and childcare centre began operations in 2003. A new kindergarten facility opened in 2005. 2006 saw the erection of a double terrapin to house our Year 5/6 class, and Year 2.

During 2009 the School Hall was revamped to better cater for school activities and to effectively house the Shamrock's OSHC program operated by the child care centre. This hall is now a much more inviting and user friendly shared space and was renovated as stage 1 of the building program being implemented as part of the federally funded Building Education Revolution (BER).

During 2010 access to school was improved internally with new entrances created. A reception area and new frontage to the school has also improved access and street appeal. Further building work included updating the Year 3 and 4/5 classrooms, building a new kitchen/canteen area, a larger staffroom, two new office facilities for staff and the creation of a new kindergarten playground. This building work was part of the BER funded program and the school was a building site for the whole of the 2010 year. This work has enhanced facilities for students and staff and has made St Patrick's a modern and enjoyable learning space for the school community. The BER building projects were officially opened in 2011.

During 2012 detailed planning was undertaken by the Catholic Education Office Capital Projects Committee to determine master works requirements. This committee together with the school board, Mr Andrew Goelst and architect Mr Jonathan Buist set about establishing a master plan for future building works. Funding was granted for the removal of the Year 5 and 6 terrapin and for two new GLAs to be built during the 2013 school year. In 2013 the internal student toilets were refurbished and two classrooms were revamped. This work all took place during 2013 and the Year 5 and 6 classes moved into their new classrooms to begin term 4. Work on the refurbishment of the Year 1 and Prep classrooms took place in the holiday break between terms 2 and 3. This final injection of funds from the TCEO capital projects funding has finished off all works required at St Patrick's in the immediate future.

## **CATHOLIC LIFE AND MISSION**

St Patrick's Catholic School is one of three parish primary schools in the Mersey Leven Catholic Parish. The parish priest with the principal and Assistant Principal Religious Education ensure that the Catholic ethos is maintained and that the religious education program satisfies the requirements of the Archdiocese of Hobart. Other than the regular celebration of the sacraments in the Church, celebrations to which the school community is invited include the fortnightly assemblies, the Holy Week and Easter liturgies, Mothers' Day and Fathers' Day, Grandparents' Day, St Patrick's Day, Lent, Advent and Christmas.

### ***Stewardship***

As part of their Christian response to the needs of others, students visit Strathdevon Home, the Mersey Hospital and occasionally, the local respite centre. The student community extends its generosity to Caritas, the Samaritan project, St Vincent de Paul, Children's Mission and Red Cross. All students participate in daily religious education lessons, and are led in or lead prayer at appropriate times throughout the day.

Each year St Patrick's commemorates the anniversary of the death (11 November) of the Venerable Catherine McCauley, founder of the Sisters of Mercy and dedicates part of its religious education program to her life and ministry. As part of our shared Australian journey of faith we also celebrate the feast of Saint Mary MacKillop, founder of the Sisters of St Joseph of the Sacred Heart on 8 August.

In 2015 our entire staff had the opportunity to welcome Natalie Acton, Mercy Ethos Educator. Staff worked on activities that deepened our appreciation of our Mercy charism, enabling us to workshop our unique interpretation of the Mercy story to re-invigorate our school's Vision and Mission statement.

Our assemblies at St Patrick's begin with an acknowledgement of Country, the original owners of the land being the Panniler-Panner people, this is followed by a reading, prayer and joining in our school song, *This is our School*. These assemblies are lead by class members from Prep to Year 6. Assemblies end with the National Anthem.

Students are prepared for the Sacraments of Penance, Eucharist and Confirmation through a family-centred, parish-based, school-supported program.

Year 6 students continue to participate in the *Making Jesus Real* program. The MJR resource books are provided to Year 6 students. Students work with their classroom teacher through the resource book. This is then followed up by visits by Peter Mitchell and Jason Marian throughout the year.

Each week our school newsletter provides parents with insight and reflections related to the Gospel. 2015 saw the introduction of the St Patrick's Catholic School Skoolbag app that allows families to receive up-to-date information about school events and news. Our weekly newsletter may be retrieved electronically at [www.stpatslatrobe.tas.catholic.edu.au](http://www.stpatslatrobe.tas.catholic.edu.au). During the seasons of Lent/Easter and Advent the school provides information for parents about the origin of these seasons and how the church now celebrates them.

## **OUR LEARNING COMMUNITY**

### ***Learning and teaching***

In 2015 staff undertook an extensive professional learning program. The professional learning priorities are established at the beginning of the school year, following review of learning undertaken in 2014, where the leadership team and staff collaboratively decided on priorities for 2015 to fit with and complement our strategic direction. Staff: Attended workshops in religious education; engaged in a whole school Religious Education focus on 'Our Mercy Tradition'; participated in inter and intra-school moderation networks; worked in collaborative planning teams; participated in formative assessment sessions conducted by Laine Davis (AP:LT); supported the marrying of WEST (Welcoming, Encouraging, Sorry, Thanking) and PBS (Positive Behaviour Support) principles through our School Wide Positive Behaviour Support led by Year 4/5 teacher Nicholas Saltmarsh; promoted the Sofos Gifted and Talented education program with Glynis Tully and Allison Cornish; supported Aboriginal Education with Aboriginal key teacher Karyn Kingshott; promoted the educational use of ICT with the school's ICT coordinator, Tina Badcock and our regional ICT officer, Gretchen McCoy; and incorporated rubrics and comprehensive student folios to support report writing.

Our particular focus was to develop a strong early years literacy focus on the development of spelling and reading skills – the 'Letters and Sounds' program was effectively incorporated in the school as a school-wide differentiated program.

Seven students required support for auditory perception and/or articulation. This assistance was provided by teacher assistant support, a provision for software and for reviews by a speech and language pathologist.

2015 saw the seventh year of the National Assessment Program – Literary and Numeracy (NAPLAN). All students at Years 3, 5, 7 and 9 in schools nationally undertook the same tests on the same days. Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning. Overall data showed that student achievement in both Years 3 and Year 5 was very positive.

In 2015 features of the curriculum at St Patrick's included physical education (specialist and daily), music - instrumental and choral programs, ICT in small groups and all of class, Japanese (from Prep – 6), Health and library.

### **Targeted programs**

Parent help remains a feature of our early literacy intervention program. Parents are urged to listen to children read *before* classes begin for the day. Most days three to five parents will be found in each room from Prep to Year 2. Students from older classes will also listen to younger students prior to school.

Our early literacy support program continued as a major priority for the school in 2015. This program provides for teacher assistants from Prep to Year 2 for the morning block of time. This support program focuses on reading, spelling including initial sounds and blends and phonic awareness.

### **Personal and social development, building capacity programs**

The following programs continued in 2015, with 2015 modifications in italics:

- ❑ School Wide Positive Behaviour Support, *with a new alignment to incorporating WEST principles.*
- ❑ Leadership for senior students, *with positions for House and School Captains being voted for each term.*
- ❑ Move Well, Eat Well, *complemented by our 'Smart Starter' initiative, which promotes packing a wholesome, healthy lunchbox to start each school week.*
- ❑ Student council
- ❑ Making Jesus real (MJR) with Peter Mitchell and Jason Marien
- ❑ Kitchen/Garden project with Mr Tim Lowry
- ❑ Aussie of the Month; *complemented by weekly class Student Of The Week awards and a WEST award conferred during our weekly whole school assembly.*
- ❑ Integrated units *with a whole school focus, using a whole school scope and sequence for Science, History, Health and Geography units.*
- ❑ Fruit Break.
- ❑ Book club

## **Sustainable School Improvement**

In 2015 St Patrick's provided education for 140 children P-6 and 16 Kindergarten students.

St Patrick's prepares an annual plan that drives and responds to school improvement. The current strategic plan runs from 2013 - 2016. During 2011 the school was able to mandate the Archbishop's Charter and this will be reflected in our planning moving forward. St Patrick's Catholic School is due for revalidation to operate as a Catholic school in December 2016.

## **School Registration**

The School Registration Board registered St Patrick's School on the 6<sup>th</sup> December, 2013 for the period 1 January, 2015 until 31 December, 2018. St Patrick's School took part in this re-registration process on the 19<sup>th</sup> September 2013.

## **Student Performance**

St Patrick's has an extensive student assessment program and this also includes NAPLAN. The data (a summary of which is provided below) indicates significant success by some students in Year 3-Year 5 growth in numeracy and literacy, and highlights many Year 3 and Year 5 students achieving above average for Tasmanian and Australian schools. The data for Year 5 Reading and Numeracy indicates that all students are operating at band 4 and beyond. Areas for development with this cohort of 17 students, includes focus on Persuasive Writing, Spelling and Grammar and Punctuation.

During 2015 our strategic direction in student learning included a specific focus on developing spelling and reading comprehension (a whole school focus) and the use of assessment for meaning. It is evident in the data for the need to consolidate achievement in the mid to upper quartiles. In numeracy for our upper primary students explicit teaching focus will include solving multi-step problems, identifying and naming 2D and 3D shapes and matching different representations of a common fraction.

### **NAPLAN Summary 2015 – Year 5 Cohort (16 students)**

#### **Year 5 READING**

**489** Mean Score (493 in a similar school – 493 TAS)

- Moderate percentage (21% compared to 32% in a Similar School) of students experienced Low Gain from 2013, with 36% (compared to 21% in a Similar School) experiencing High Growth.
- No students are below Benchmark (Band 4) although 31% are on Band 4 and
- 38% of the cohort are on Band 5; 19% are on Band 8

#### **NOTES**

- Imaginative text: Identifying the text type of a folktale ACELY1651
- Imaginative text: interprets a character's response to an event. ACELY1713
- Persuasive text: interprets the overall tone of a sign; connects common information in two signs; infers an attitude in a sign; interprets and summarises details. ACELY1660; 1692; 1713
- Persuasive text: infers the purpose of using the pronoun 'you' and 'us'. ACELY1692
- Persuasive text: identifies a persuasive strategy. ACELA1523

## **Year 5 PERSUASIVE WRITING**

**480** Mean Score (471 in a similar school – 469 TAS)

- Low percentage (8% compared to 27% in a Similar School) of students experienced Low Gain from 2013, with 54% (compared to 27% in a Similar School) experiencing High Growth.
- No students are below Benchmark (Band 4) although 13% are on Band 4 and
- 38% of the cohort are Band 5; 50% are on Band 6

### **NOTES**

- Punctuation: use of correct and appropriate punctuation to aid the reading of the text. ACELA1506
- Sentence structure: the production of grammatically correct, structurally sound and meaningful sentences.

## **Year 5 SPELLING (weakest area)**

**466** Mean Score (474 in a similar school – 482 TAS)

- Moderate percentage (23% compared to 19% in a Similar School) of students experienced Low Gain from 2013, with 23% (compared to 20% in a Similar School) experiencing High Growth.
- No students are below Benchmark (Band 4) although 31% are on Band 4 and
- 25% of the cohort are on Band 5; 235% are on Band 6

### **NOTES**

- Letter pattern: two-syllable word final sound k represented by 'ch' (stomach from stomach) ACELA1779
- Vowel: two-syllable word short vowel digraph 'ou'. (shoulder from scholder)
- Consonant: two-syllable word – single letter – 'd' at the syllable junction (adults from addults).
- Suffix: one-syllable word 'ed' requiring a change to the base word changing 'y' to 'i'. (dried from drde)
- Vowel: one-syllable word – long vowel 'a\_e' (crate from craite)

## **Year 5 GRAMMAR AND PUNCTUATION**

**494** Mean Score (489 in a similar school – 488 TAS)

- Very low percentage (8% compared to 19% in a Similar School) of students experienced Low Gain from 2013, with 38% (compared to 20% in a Similar School) experiencing High Growth.
- No students are below Benchmark (Band 4): 50% of the cohort are Band 5

### **NOTES**

- Grammar: pronouns – complex sentences ACELA1491
- Grammar; contractions ACELA1506
- Punctuation: commas – complex sentences – paired commas. ACELA1521
- Grammar: Article – simple sentence identifying the sentence with the correct indefinite article 'a' ACELA1452
- Punctuation: Identifies boundary punctuation in two simple sentences. ACELA1493

## **Year 5 NUMERACY**

**482** Mean Score (482 in a similar school – 482 TAS)

- Low percentage (14% compared to 33% in a Similar School) of students experienced Low Gain from 2013, with 21% (compared to 20% in a Similar School) experiencing High Growth.
- No students are below Benchmark (Band 4) although 13% are on Band 4 and
- 38% of the cohort are on Band 5; 38% are on Band 6

## NOTES

- Space: Identifying the net of a 3D object with six edges (diagram) ACMMG063
- Space: Identifies a pair of irregular shapes (diagram) ACMMG045
- Number: Identifying the value of a number on a line (diagram) ACMNA060
- Number: identifies \$4;50 as the correct change from \$10 after buying five objects costing \$1.10 each (word problem) ACMNA101
- Number: Finds number of plates bought at 30 cents each costing \$12.30 in total (word problem) ACMNA101

## NAPLAN 2015 summary - Year 3 Cohort (19 students)

### Year 3 READING (relatively weak)

**394** Mean Score (410 in a similar school – 418 TAS)

- 5% (1 student) below the Benchmark (Band 2), which is the same as a Similar School; 11% at Benchmark (15% in a Similar School); 43% in Bands 2 and 3 (40% in a Similar School). 24% are in Band 6.

## NOTES

- Information text: text location and interpretation; locating a synonym ACELA1498
- Information text: contextual understanding; identifies the main purpose ACELY1660
- Information text: text location and interpretation; infers a fact ACELY1692
- Imaginative text: text location and interpretation; determines what actions determines a response. ACEL1692
- Imaginative text: Contextual understanding; identifies the purpose of a folktale ACELY1692

### Year 3 PERSUASIVE WRITING

**391** Mean Score (399 in a similar school – 407 TAS)

- 5% (1 student) below the Benchmark (Band 2), which is the same as a Similar School; 42% are in Band 3 (40% in a Similar School) – no-one is in Band 2 (4% in a Similar School). 37% are in Band 5 ((29% compared to a Similar School, although a Similar School also has 7% in Band 6).

## NOTES

- Paragraphing: segmenting text into paragraphs ACELA1479
- Spelling: accuracy and the level of difficulty ACELA1485
- Text structure: organization according to genre ACELY1682
- Ideas: the selection, relevance and elaboration of ideas for a persuasive argument. ACELY1682
- Sentence structure: the production of grammatically correct, structurally sound and meaningful sentences. ACELA1493

### Year 3 SPELLING (weakest area)

**367** Mean Score (386 in a similar school 397 TAS)

- 5% (1 student) below the Benchmark (Band 2), which is the same as a Similar School; 5% at Benchmark (15% in a Similar School); 47% in Bands 2 and 3 (41% in a Similar School). 11% are in Band 5 (17% in a Similar School).

## NOTES

- Vowel: short vowel 'o' cover from cuver ACELA1457
- Suffix: 'ful' thankful from thankfull (two syllable word) and 'ist' artist from artest ACELA1513
- Schwa: medial schwa 'l' multiply from multaply ACELA1513
- Consonant: final consonant pattern 'cts' insects from insecks ACELA1779

### **Year 3 GRAMMAR & PUNCTUATION**

414 Mean Score (416 in a similar school 413 TAS)

- All students are above the Benchmark (Band 2) - (3% in a Similar School); 16% at Band 3 (16% in a Similar School, however, a Similar School also has 7 % at Band 2); 74% in Bands 3 and 4 (50% in a Similar School). 11% are in Band 6 (21% in a Similar School).

#### **NOTES**

- Pronoun: his and he's ACELA1491
- Speech punctuation; direct speech ACELA1494
- Command: identification of a command ACELY1661
- Punctuation: boundaries for sentences ACELA1449  
question marks ACELA1492

### **Year 3 NUMERACY**

**390** Mean Score (383 in a similar school 390 TAS)

- 5% (1 student) below the Benchmark (Band 2), which is half as that in a Similar School; 21% at Benchmark (14% in a Similar School); 32% in Bands 2 and 3 (41% in a Similar School). 32% are in Bands 5 and 6 (28% in a Similar School).

#### **NOTES**

- Space: Diagram problem – Identifying missing pieces ACMMG042
- Space: Diagram problem – Identifying a shape as a sphere ACCMMG063
- Measurement: Diagram problem – identifying the number of objects that are the same size ACMMG006
- Measurement: Diagram problem – reads a 4 cm length on a ruler ACMMG061
- Number: Word problem – subtraction ACMNA029

### **Other Achievements**

- ❑ Christmas cards and carols to the patients and staff at the Mersey Hospital.
- ❑ Our school entered a Nativity themed float in the Latrobe Christmas Parade.
- ❑ Prep to Year 6 students were involved in our Learn to Swim campaign at the Latrobe Pool.
- ❑ All students (K – 6) participated in the school athletics carnival and (P – 6) the school cross country.
- ❑ Our school was represented by five teams in the Devonport All Schools Basketball Competition in October.
- ❑ Our school was represented by 20 athletes in the Devonport Triathlon.
- ❑ 23 students in Years 3 to 6 represented the school in the Primary School State Cross Country Championships that was held at Symmons Plains in June.
- ❑ We continued to acknowledge students of the week.
- ❑ Our Kitchen Garden project continued to flourish and classes have been utilizing produce for cooking.
- ❑ Our modern facilities continue to allow for the best possible learning environment.

### **PASTORAL CARE**

Flowing out of our mission statement St Patrick's Catholic School is committed to: Embracing the example of Jesus and the teaching of the Gospel and; reflecting the love of God in our community. We seek to promote the dignity of the human person and the value of human life; assist students in assessing how they can contribute positively to contemporary Australian

culture, and to encourage and promote dignity, mercy, excellence, justice, hospitality and compassion as part of our Mercy tradition.

Principally, our care for each other and our environment is a response to the Gospel, supported by example, prayer, reflection and action. Extending from our religious education program, the school enriches and deepens student understandings through the Making Jesus Real program and community outreach such as hospital visits, involvement with the Parish and participation in community events such as ANZAC Day. In addition: -

- ❑ Student and staff birthdays are recognised.
- ❑ New births are announced in the newsletter.
- ❑ Bereavements are also acknowledged (with permission) in the newsletter.
- ❑ Students raised funds for the Archbishop's Charitable Fund, Caritas, Samaritan Fund, Cancer Council etc.
- ❑ Staff absences/illness is recognised and relief staff acknowledged for their contribution.

The school behaviour management policy and processes were reviewed in early 2015. As is the practice, at the commencement of the school year all classes establish class agreements and develop an awareness of their rights and responsibilities as student members of our community. These are written up and placed on their classroom walls and a copy provided for the reflection space. In 2015 St Patrick's Catholic School is in the third year of a three-year program on Positive Behaviour Management that is an area of focus identified in our annual plan. This program was well implemented throughout 2015 and will be further refined and developed during 2016 including the introduction of circle time for classes.

Students requiring educational assessment, speech and language therapy, psychological or social work support, were able to access these services in 2015 via the Catholic Education Office support program.

## **ENROLMENTS AND STAFFING 2015**

### Enrolment policy

The CEO Enrolment Policy may be found at [www.ceo.hobart.catholic.edu.au/policies.php](http://www.ceo.hobart.catholic.edu.au/policies.php).

### Indigenous enrolments

In 2015, 7 Aboriginal students were enrolled.

### Gender mix

female students 71; 85 males

### Class groupings

In 2015, the following class groupings were in place: Kinder, Prep, 1, 2, 3/4, 4/5 and 5/6.

### Role of the Parish Priest

Fr Mike Delaney is our Parish Priest and is supported by Father Augustine Ezenwelu. Our school is part of the Mersey Leven Parish.

### Mobility

At years end 7 students transferred to other primary schools both interstate and within the state.

## Staffing

Staffing consisted of 3 members on the leadership team, 8 classroom teachers, 4 specialist teachers, 8 ancillary staff, 3 auxiliary staff members and the Director of the Child Care Centre. All of these staff members have the appropriate qualifications.

### **Board of Management**

Fr Mike Delaney	Parish Priest	Ex officio
Rod Linhart	Principal	Ex officio
Richele Loane	Parent	End August 2016
Carol Doonan	Parent	End August 2016
Angela Anderson	Parent	End August 2016
Brendan Veitch	Parent	End February 2018
Donna Emmerton	Parent	End February 2018

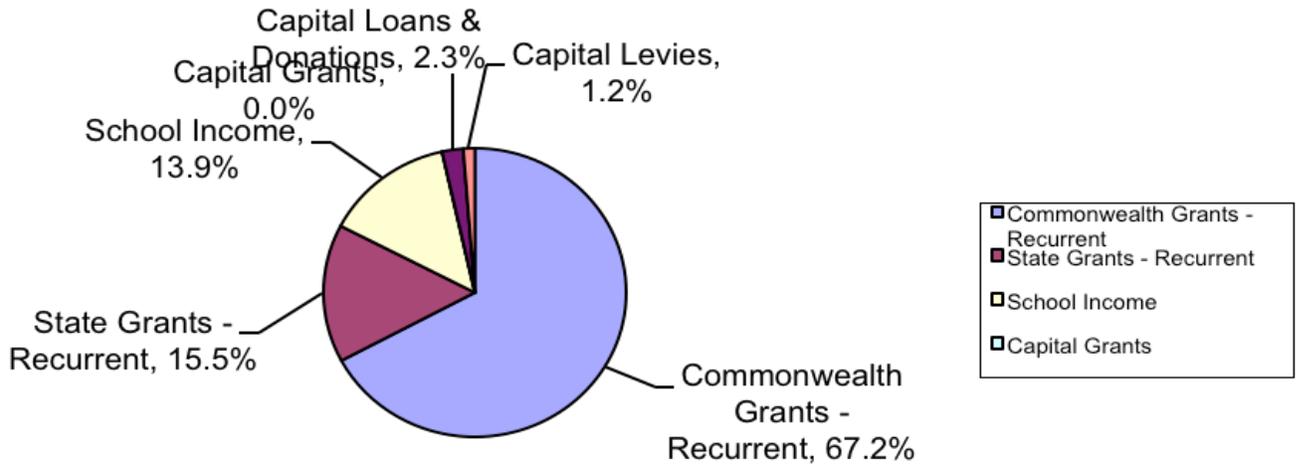
## **COMMUNITY INVOLVEMENT**

**We seek to develop and sustain partnerships and relationships with parents and the wider community. In 2015 we continued, extended or initiated -**

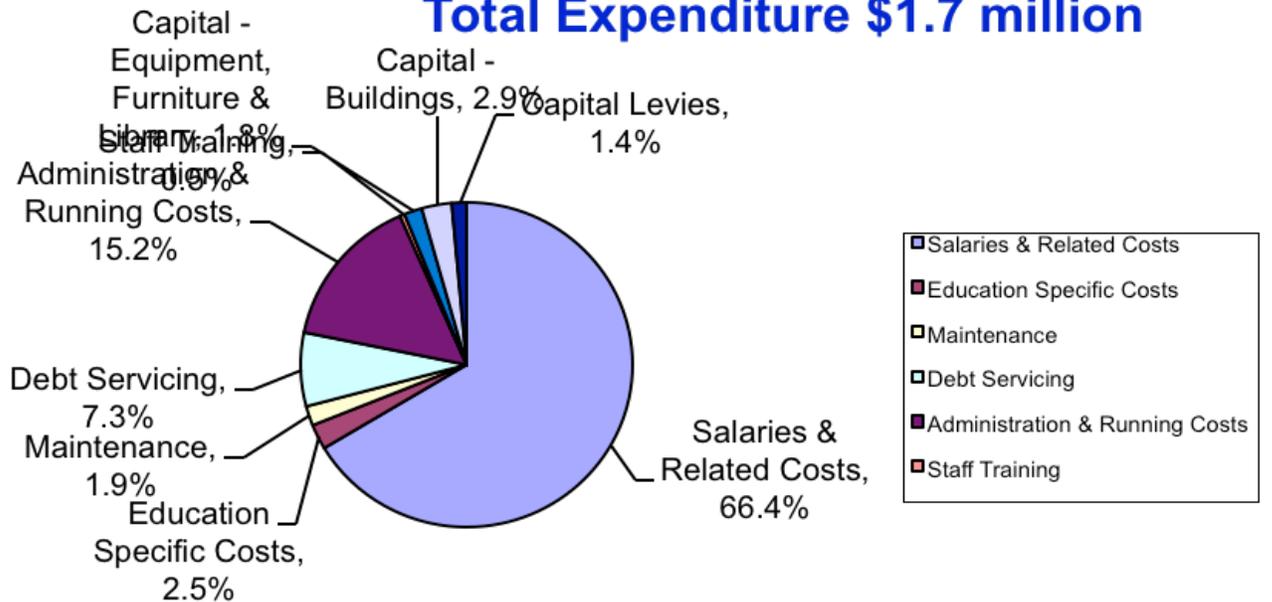
- ⇒ Partnership with the University of Tasmania supporting their pre-service education program
- ⇒ We are an asthma friendly school
- ⇒ We are an allergy aware school (nut free)
- ⇒ We are a SunSafe school
- ⇒ We are a Move Well, Eat Well school
- ⇒ Partnership with Latrobe High School for Thursday work experience
- ⇒ Partnership with UTAS for student teachers
- ⇒ School participation in NW Catholic Schools Sports Association
- ⇒ School participation for Anzac Day service in Latrobe
- ⇒ School participation in the Devonport Eisteddfod
- ⇒ Membership of the Early Childhood Education Association
- ⇒ Representation on the St Patrick's Child Care Service Board of Management
- ⇒ We ran a playgroup each Wednesday open to the wider community

**SUMMARY FINANCIAL INFORMATION (2015 Financial Statements to be confirmed)**

**ST PATRICK'S CATHOLIC SCHOOL  
SOURCES OF INCOME 2014  
Total Income \$1.7 million**



**ST PATRICK'S CATHOLIC SCHOOL  
EXPENDITURE 2014  
Total Expenditure \$1.7 million**



## **About this Report**

In preparing this report information has been gathered from evaluations conducted during the year. Information about the school's practices and student learning outcomes have also been analysed and from this goals for the school's future development have been determined.

### **This Report was Prepared by:**

Rod Linhart  
2015 Principal