St Patrick’s School, Mitchell
A Catholic co-educational school of the Diocese of Toowoomba

“The Caring Makes the Difference”

<table>
<thead>
<tr>
<th>Address</th>
<th>PO Box 86 100 Alice St Mitchell QLD 4465</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Levels</td>
<td>Prep – Year 6</td>
</tr>
<tr>
<td>Enrolment</td>
<td>26</td>
</tr>
<tr>
<td>Principal</td>
<td>Mr Allan Clark</td>
</tr>
<tr>
<td>Vacation Care</td>
<td>No</td>
</tr>
<tr>
<td>Phone</td>
<td>07 4623 1448</td>
</tr>
<tr>
<td>Fax</td>
<td>07 4623 1684</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:mitchell@twb.catholic.edu.au">mitchell@twb.catholic.edu.au</a></td>
</tr>
<tr>
<td>Boarders</td>
<td>No</td>
</tr>
<tr>
<td>After School Care</td>
<td>No</td>
</tr>
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Our Mission

St. Patrick's Parish School strives to live out the spirit of the gospel of Jesus, working in conjunction with the parents to educate the whole person. The staff members of St. Patrick’s seek to base their teaching on Gospel Values, characterised by care, respect and compassion for all, irrespective of the social, religious or financial status of students and their families.

Our school, as a faith community, strives to awaken in students a spirit of personal initiative while encouraging them to develop a sense of their own personal value and identity. As part of the wider community, we foster a desire to learn more about the world we live in and a sense of individual social responsibility for its future.

Distinctive Curriculum Offerings

In keeping with the school motto ‘The Caring makes the Difference’, the curriculum has one basic goal - the holistic formation of the individual student. Teaching and learning programs are planned using the documents for the Key Learning Areas of ACARA and the QCAA. The Brisbane Religion curriculum is taught as per the guidelines of Toowoomba Catholic Schools Office, incorporating the twin dimensions of Religious Education and the Religious Life of the school. Cycles of learning are collaboratively developed by teachers through a whole-school approach to accommodate the multi-age classes in the school.
The Key Learning Areas are English, Mathematics, Science, HASS, Health and Physical Education, The Arts, Languages Other Than English, Technology and Religion. Instruction in each learning area is approached in a variety of ways: whole group, small group (mixed ability/ability), peer tutoring, and individual instruction. The students are offered and involved in a balance of learning opportunities and experiences. These include: activity-based, experiential, independent, self-directed and teacher-directed. Small class sizes and good teacher aide support enable small group and individual teaching activities to occur. Curriculum programs and learning plans are prepared to cater for those who need extra support in the classroom.

St Patrick’s Primary continues to teach Indigenous Languages. This was achieved in partnership with the local Gunggari people and their elders. There is ongoing development of resources to support this learning of the language and culture of the local indigenous group. Students are also engaged in learning opportunities provided by the local Yugembir Museum and Language Centre and Gungarri Elders living within the Mitchell community.

The school is well resourced. Students have network and Internet access on a minimum of 25 computers and technology is an integral part of teaching and learning across the curriculum. A school counsellor, computer technician, teacher-librarian and an on-line learning support teacher provide extra services to the school community. Sports equipment, literacy and numeracy materials, hands on learning equipment, musical instruments, Religious Education and library resources are maintained and updated as required to support the learning needs of the students.

**Extra-Curricular Activities**

Students participate in the following:
- School and class liturgies
- Combined School & Parish Masses (1st Tuesday every month)
- Religious & community celebrations
- Roma & District Interschool Sport (Netball and Ruby League)
- Mitchell Combined Schools Athletics, Swimming and Cross Country Carnivals
- Community events
- Arts Council presentations

There is a strong partnership between St. Patrick’s School and local state schools in the district. The schools share resources and facilities and co-operative in joint projects such as the Behaviour Management Program, U/8’s Day and the annual Reading Festival. The school also works closely with community organisations such as the Mitchell Hospital and the Mitchell Returned Services League.

Extra-Curricular Activities each term includes:

**Term One:**
Parent Teacher Welcome Night; St Patrick’s Day Celebration & Liturgy; Lenten and Easter liturgies; Annual Mitchell schools and community Triathlon; Thank-you Morning Tea for Parent Helpers; Visit to the Nursing Home; Attendance at World Day of Prayer.

**Term Two:**
Combined Schools and Mitchell District Cross Country; Mitchell Show (school & individual entries); Under 8’s Day; ANZAC Day liturgy and Parade.
Term Three:
Combined Schools and Mitchell District Athletics carnival; NAIDOC Week Celebrations; Sorry Day Mass; Catholic Education Week Celebrations; Child Protection Week Activities; Roma Eisteddfod.

Term Four:
Parish Reconciliation Program; Parish Fete; Graduation and Presentation Night.

Social Climate

St Patrick’s is a school where students, parents and staff strive to live the Gospel values. The school community believes that these values should be evident in our thoughts, words and actions. Each person is supported and respected within a caring environment. The school follows the *Mercy tradition*; where compassion is expressed in the way ‘care’ is put into action. The staff and families of St Patrick’s Primary School seek to build a community where Faith, Hope and Charity are expressed in daily actions.

The *Empowering Life Skills* program was instigated in 2015 and is becoming embedded throughout the school. This was a joint project between St Patrick’s and Mitchell State School. The purpose of working together was to promote a consistent message around life skills to the wider parent community. *Empowering Life Skills* is a personal development program designed to help students deal with conflict and the schools conducted a joint information session for parents. Throughout the year students were involved in a variety of activities and staff received in-service on implementing and embedding the program. This program formed the basis for the review of the Behaviour Management and Anti Bullying policies at the school.

St Patrick's is an inclusive school which welcomes students with a range of needs and abilities. Assistive Technology is available to students with learning difficulties and disabilities, including Read & Write Gold and Co-Writer. A lift, shower and toilet are available to meet the needs of the physically impaired.

Parental Involvement

Parents are always welcome to visit classrooms and assist in the classroom programs. Parents, grandparents and community members support the school through a variety of activities; swimming activities, tuckshop and assistance during Sporting carnivals. Parents have also been involved in excursions and in the sharing of their knowledge of the local area. The Parents & Friends Association is a strong and enthusiastic organisation, always coming up with innovative ways of raising money to support school programs and resources. The School Board consists of a group of committed parents and community members who support the Principal in the strategic planning for the future direction of the school and policy-writing.

School Financial Information

The information on net recurrent income including:
- Federal Government recurrent funding
- Queensland Government recurrent funding
- Fee, charges and parent contributions
- Other private resources

is available from: www.myschool.edu.au
Staff Composition

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Total Teaching Staff</th>
<th>Total Non-teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>5</td>
<td>7</td>
<td>1</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>3.7</td>
<td>3.2</td>
<td>0.5</td>
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</table>

Teacher Qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>% of Teaching Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctoral / Post Doctoral</td>
<td>0%</td>
</tr>
<tr>
<td>Masters</td>
<td>0%</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>100%</td>
</tr>
<tr>
<td>Diploma</td>
<td>0%</td>
</tr>
<tr>
<td>Certificate</td>
<td>0%</td>
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Professional Development

The school budget allocated and expended $11950.00 on Professional Learning in 2016. In addition, professional development and learning is provided by Toowoomba Catholic Schools Office.

Professional Development included (school budget and Diocesan supported):
- Hawker Brownlow Conference (4 Staff Brisbane) Teaching and Learning
- Behaviour Management (4 Sessions)
- Annual Workplace Bullying and Harassment In-service
- Annual Student Protection Staff In-service
- Bishop’s In-service day
- Annual Occupational Health & Safety – Curriculum Activity Risk Management

Average Staff Attendance

96.54%

Staff Retention

66.67%
Average Student Attendance Rate

88.82%.

Student Attendance for Each Year Level (expressed as %)

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Prep</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>86.51</td>
<td>86.96</td>
<td>79.62</td>
<td>91.41</td>
<td>92.84</td>
<td>89.27</td>
<td>85.77</td>
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Description of How Non-Attendance is managed by the School

Student non-attendance is managed in the following ways:

- If a student is absent and the parent has not contacted the school by 9.15am, an SMS Management System reminder is sent to Parents, highlighting the need to supply school with information about the absence. If there is no answer to the SMS, a phone call is made.
- If there is a pattern to a student’s absence or a long-term absence without parent notification the Principal will contact the family.
- Student absences are discussed at staff meetings and action is taken if deemed necessary by the Principal.
- The Principal receives a report each week from the school officer on student non-attendance – the Principal will act according to the data presented.

National Assessment Program Literacy and Numeracy (NAPLAN) Results

<table>
<thead>
<tr>
<th>Year 3 Test Results</th>
<th>OUR SCHOOL AVERAGE</th>
<th>NATIONAL AVERAGE</th>
<th>STATE AVERAGE</th>
<th>Percentage of Students at or above the National Benchmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>268</td>
<td>426</td>
<td>419.8</td>
<td>60</td>
</tr>
<tr>
<td>Writing</td>
<td>324</td>
<td>421</td>
<td>409.8</td>
<td>100</td>
</tr>
<tr>
<td>Spelling</td>
<td>296</td>
<td>420</td>
<td>410.3</td>
<td>80</td>
</tr>
<tr>
<td>Grammar and Punctuation</td>
<td>362</td>
<td>436</td>
<td>433.1</td>
<td>100</td>
</tr>
<tr>
<td>Numeracy</td>
<td>369</td>
<td>402</td>
<td>396.3</td>
<td>100</td>
</tr>
</tbody>
</table>
To maintain privacy of individual student information where there are fewer than five students tested results are not provided.

**Value Added**

The whole-school approach to Behaviour Management implemented in 2015-2016 has value added to the school. Student self-control and self-discipline has improved. The program has been supported by an outside consultant and with the implementation of student activities and ongoing feedback and follow-up through in-service for all staff (both teaching and non-teaching), there are many social/emotional successes to celebrate.

The school’s connection with the local Indigenous Community value-adds. Due to the school’s close ties with the Indigenous community members, NAIDOC Week is a special event at the school. Local Gunggari Elders and people share in the celebrations through artwork, traditional games and traditional food. Students and teachers continue to acknowledge the rich Aboriginal history of Mitchell with visits to the scared sites. Learning about the Yumba. Yumba is the place of the original Aboriginal settlement in Mitchell. At the present time, it is used for ceremonies, celebrations and as a place of learning.

The school community embraced the opportunity to develop a Peace Garden within the school grounds. The garden offers students a reflective space in which to conduct prayer and class liturgies.

**School Renewal and Improvement Process**

School Renewal and Improvement is an on-going process of self-evaluation measured against a commonly agreed Toowoomba Catholic Schools Office set of criteria. This is the Excellence in Catholic Education (EiCE) Framework. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. This process provides an opportunity for each school to reflect on 4 Domain areas: Catholic Life and Religious Education; Learning and Teaching; Leadership for School Improvement; Strategic Resourcing. Each of these domains has components (24 in total) which are reviewed on a five-year cyclical basis and plans for improvement are developed if necessary in the Annual Action Plan.
Parent Satisfaction

Overall, parents feel that St Patrick's School Mitchell is a good school. Comments from parent surveys as part of the previous five-year review and the annual Radii Parent Satisfaction survey conducted by Toowoomba Catholic Schools Office are as follows:

- St Patrick’s have dedicated and hardworking staff.
- The extra-curricular activities, including the chooks really enhance the children’s learning experience.
- It’s a caring school.
- Staff members are approachable for students and parents.
- The children are taught and shown respect and great values.
- St Patrick’s is a safe place for my children.
- The school strives to give all children all ability to achieve academic success.

The children similarly report that St Patrick's is a good school. Children's comments include:

- We do a lot of different things at school. I like that.
- I like my school because there are kind teachers and good kids most of the time.
- My favourite things at school are the laptops because you can learn stuff and play games.
- I like my school because of my teacher.
- It is great when the teachers play sport with us during our breaks.
- The teachers try to make learning fun.

A hardcopy of this report is available by request from the Principal.