

2024 ANNUAL REPORT



2024 Annual Report (Primary)

About this Report

St. Patrick's School, Holbrook is registered by the NSW Education Standards Authority. Catholic Education Diocese, Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St. Patrick's School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that St. Patrick's School Holbrook has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St. Patrick's School newsletters and other forms of communication. Further information about St. Patrick's School may be obtained by contacting the school directly or by visiting the [school's website](#).

Section 1: Message from Key Groups in Our School Community

Message from the Principal

The 2024 school year provided a year of consolidation of system led initiatives and school priorities, including but not limited to:

- MAI Data Collection to inform system and school priorities
- Instructional Teacher Literacy
- Instructional Teacher Numeracy
- EMU-Extending Mathematical Understandings
- Lighthouse Project a new pedagogical approach for Religious Education
- TransFORMative Learning
- Promoting Literacy Development
- The deep implementation of the English and Mathematics Syllabus and
- The consolidation of our Creative Arts program.

Pray

Staff and students experienced prayer in a variety of ways and in multiple settings. The Parish Priest facilitated school masses for us and in Semester Two the students attended the community Mass every second Thursday. The staff and students continued the tradition of

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praying the Angelus daily as a community. Within the classrooms, students led prayer with great reverence.

Live

The sense of community at St. Patrick's School remained at an all time high with all stakeholders working together in the best of interests of the students.

The School Advisory Council met four times this year and I would like to publicly thank the Chair, and our members. Our School Advisory Council is an important conduit for me as principal and I am extremely grateful for the generosity of service from these parents. It is a small time commitment and I would encourage current and future parents to consider taking part next year.

For the first time in four years a Fundraising Committee was formed. Staff, students and parents joined together to raise funds through wood raffles, a pie drive, a Spring Fashion Parade and a Candy Bar at the performance of 'The Wind in the Willows'.

Once again we engaged with many local organisations for a variety of reasons, Holbrook Landcare, Greater Hume Children's Services, the United Protestant Association-Aged Care Solutions, the Hospital, Meals on Wheels, Probus and students performed at the Holbrook Twilight Markets. These organisations greatly appreciate the generosity of our students in sharing their gifts and talents particularly the end of year performances.

Learn

The students of St. Patrick's School are blessed with the opportunities we provide for them. Our high staff to student ratios ensure students receive a tailored program at their point of need. These ratios also allow each staff member to put a face on the data of every student regardless of their year level or class.

A major highlight of the year was the whole school production of 'The Wind in the Willows'. The production which occurs every second year provides an opportunity for each child to use their gifts and talents in the area of Creative Arts. The students sang and performed their hearts out. The staff are to be commended for supporting this initiative.

It is once again a great privilege to reflect on the achievements of all in the St. Patrick's School community. After 5 years of service I bid farewell to St. Patrick's School and pass the reigns on to the most capable hands of Mr Danny Malone who will pass the baton to Mr Paul Spain in 2025.

Melanie Dusterhoft Mavrick
Principal

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Message from the Parent Body

As 2024 draws to a close so too does our Year 6 students' time at St Patricks. I would like to say farewell and good luck to students and their families, as they prepare to embark on the next step in their education journey.

I would like to thank our outgoing principal, Mrs Melanie Dusterhoft for all her hard work and dedication to the education of the students and support to the families of St Patricks. I would also like to thank her husband, for his tireless dedication to maintaining the beautiful gardens and playground, and all the other odd jobs that needed doing. They will be sorely missed by students and parents alike. Good luck in Rutherglen, God bless and farewell.

Thank you is also due to our interim Principal, who is guiding St Patricks through Term 4.

The School Advisory Council ran several fundraising events this year with varying results. Thank you to those School Advisory Council committee members who came up with, organised and ran these events. And to those other volunteers who gave up their time to help the events run smoothly.

Uniforms have been a topic of discussion this year. Some subtle changes or modifications to the uniform have been suggested, and these suggested changes will be on the agenda for further discussion of their viability next year.

I would also like to extend my congratulations to Mr Paul Spain on his appointment as our new school principal starting next year. I am looking forward to working with Paul to keep St Patricks progressing into the future.

To all the St Patrick's School Advisory Council committee members, thank you for your time, effort, and enthusiasm over the past 12 months. You have been a great bunch of people to work with.

While we await 2025, I would like to welcome all our new kindergarten students and families. I wish everybody all the best for 2025.

Warm regards,
St Patrick's School Advisory Council Chairman

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Message from the Student Body

We had many things to celebrate in 2024.

One of the things everyone is thankful for is the new swing. It's been good for the little people especially.

The sandpit is great for everyone. We have lots of loose parts which allow us to make tunnels, dams and bridges. Everyone works together.

Morning fitness was good but everyone agrees that the beep test was the worst.

A teacher encouraged us to play chess and came out at lunch time to kick the footy with us.

Ride to School Day was a great event. Lots of Dads helped out on the day riding to school with Mrs Dusterhoft and the teachers. We enjoyed breakfast when we got to school.

The theme for Book Week was 'Reading is Magic'. The teachers put on a magic show. They did interesting tricks and performances.

Everyone went to the 10th anniversary of the Holbrook Yellow Submarine. We went to the submarine museum and we sang, 'We All Live in A Yellow Submarine'.

After intensive swimming lessons and a combined swimming carnival with St. Joseph's Culcairn our swim relay team made it to Wagga.

We went to The Scots School in Albury to see their performance of 'Freaky Friday' and then we went to St. Joseph's Culcairn to see their production of 'The Jungle Book'. It was great for us to see two productions before we presented, 'The Wind in the Willows'. Our production was a great success and everybody who saw it enjoyed it and said it was great.

The student teacher who visited our school was very kind.

On St Patrick's Day we had the best Green Sprite Spiders.

Everyone in Yr 3-6 made a presentation and a creation about France and presented in front of the Country Women's Association.

We played cricket in Culcairn at the Woolworths Cricket Blast. It was hot but we still had fun.

Our K-1-2 teacher had exciting news. She had a baby girl on the 4th November.

We had a successful Transition to School Programme where the Year Four and Five students got to help as buddies. We loved helping the new Kindergarten students settle into school.

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Section 2: School Features/Context

St Patrick's Primary School is a co-educational school catering for students from Kindergarten to Year 6. Located in Holbrook, a small rural town in Southern New South Wales, St Patrick's Primary School is conveniently located on the Hume Highway approximately 60 kms north east of Albury.

Established by the Josephite Sisters over 135 years ago, St Patrick's Primary School enjoys a close working relationship with the parish priest and parish community, 'Our Lady of Sorrows Catholic Church', Diocese of Wagga Wagga. As early as 1877, Holbrook (then known as Germanton) had a Catholic School with 27 pupils, the teacher being Miss Prendergast. The Sisters of St. Joseph left Holbrook at the end of 1985 and since then the school has been staffed by lay staff.

The school enjoys a strong reputation for being a leading provider of contemporary education in the district. We boast modern flexible learning spaces, expansive grounds and access to the latest technology, balanced by an ode to the past, the school hall. The school hall, which is the school's oldest school building, was blessed and opened on 13th May, 1917.

St. Patrick's Primary School offers a Christ centred, student focussed environment where all children are provided the opportunity to reach their God given potential. Highly skilled educators provide access to differentiated learning opportunities using the curriculum and syllabi as mandated by New South Wales Education Authority.

The School Advisory Council has a large, dedicated committee who support the principal on matters of policy relating to the well-being and direction of the school. The School Advisory Council's support extends to other areas of school life including but not limited to fundraising, capital development and pastoral care and wellbeing.

Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students. The following information describes the student profile for 2024:

Girls	Boys	LBOTE*	Indigenous	Total
21	9	3	1	30

*Language background other than English

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1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly.

See CEDWW policy [here](#)

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	96%
Year 1	92%
Year 2	89%
Year 3	90%
Year 4	94%
Year 5	85%
Year 6	96%

The average student attendance rate for 2024 was 92%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, school staff, as part of their duty of care, monitor part or whole day absences.

St. Patrick's School staff, under the principal's leadership, support the regular attendance of students by:

- Providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the School community.
- Maintaining accurate records of student attendance.
- Recognising and rewarding excellent and improved student attendance.
- Implementing programs and practices to address attendance issues when they arise.

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The Principal is responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance.
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Executive Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

Section 4: Staffing Profile

There are a total of 6 teachers and 4 support staff at St. Patrick's School. This includes 2 full-time and 4 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	1
Proficient	5

Percentage of staff who are Indigenous	20%
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

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2024 Staff Professional Learning Plan

Staff Professional Learning is prioritised according to the goals of the Annual Improvement Plan. It is framed by the following domains of the National School Improvement Tool:

- An explicit improvement agenda
- Analysis and discussion of data
- A culture that promotes learning
- Targeted use of school resources
- An expert teaching team
- Systematic curriculum delivery
- Differentiated teaching and learning
- Effective pedagogical practices
- School community partnerships

In 2024, the Staff Professional Learning Program focused on the following priorities from the Annual Improvement Plan:

- The implementation of a whole school approach to phonological awareness, phonics and spelling, namely Promoting Literacy Development (PLD)
- Curriculum planning to ensure the deep implementation of the English and Mathematics Curriculum
- Spirituality Day focussing on the creation of a Biblical Timeline
- Moderation of common assessment tasks in English and Mathematics
- Professional Learning Communities
- Coaching
- Wellbeing for Learning
- Staff Well Being
- Social Justice
- Data Analysis

Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Patrick's School follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

Catholic Heritage (See School context section)

The Catholic heritage of St Patrick's Primary School remains at the forefront of all decision making, the school continues to use the following questions to ensure we honour the school's history whilst planning for the future.

- Where did we come from?
- Who are we now?
- Where are we going?

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Liturgical Life of the School

The Religious Education Coordinator oversaw the liturgical calendar working closely with the Parish Priest and the parish community to enrich the liturgical experience for all. Our students actively engaged in the Readings, Offertory Procession and Music Ministry during our school mass celebrations.

Staff and Student Faith Formation

The staff joined the Albury Deanery for a spirituality day titled, 'What is the Bible About?'. After coming together to pray and an introduction of the key focus, staff worked together in stages/year levels. Our focus was to look at the story being told across the 73 different books in the Bible? Staff spent the day building a timeline summarising the entire story of scripture for our school.

Student formation is embedded in the concept of grace and courtesy aligned with the Wonder & Awe Pedagogical approach. Part of the process of embedding the notion of grace and courtesy at St. Patrick's School saw the introduction of a Grace and Courtesy Award. The Grace and Courtesy Award pays homage to the original St. Patrick's School Award (situated in the front office) whilst giving justice to a more modern Behaviour Management approach.

Social Justice

Our families showed great generosity during our formal social justice activities. Our major mission events included Caritas, Catholic Mission Week and Socktober.

The school hosted Year Five students from All Saints-Tumbarumba and St. Joseph's-Culcairn who in addition to our Year Five students, participated in the Mission Ambassadors Program facilitated by the Catholic Mission Diocesan Director Wagga Wagga. The session was an opportunity for our students to reflect on the important role they play in serving others.

We all know that social justice isn't just about fundraising but the notion that charity starts at home. The school community was fortunate to connect with Vinnies, The Sisters of Charity and Centacare to support those less fortunate in our community.

Professional Learning in Catholic Life and Mission

Staff participated in many and varied professional learning sessions in Catholic Life and Mission. Teachers worked through the Work, Teach, Lead process, programming and Planning, Formation Day, Preparing for Lent, Preparing for Advent and adding a catholic lens on all that we do.

Staff engaged with the National Catholic Education Council's framing paper entitled, 'Life to the Full' to reflect on the social justice initiatives undertaken at St. Patrick's School to create a Social Justice Statement. The Social Justice Statement captures all that we believe and do for others.

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Section 6: Curriculum

The school provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLA's) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

Students were supported through a differentiated curriculum. In consultation with parents our class structures are flexible to accommodate the developmental needs of each child. By considering the developmental domains of cognitive, physical, social and emotional, cultural, language and spiritual, we set our students up for success.

The Inclusive and Diverse Learning Teacher (IDLT) assists teachers with programs and plans for students with additional needs based on data collected. Partnerships continued to be consolidated with third party providers including Royal Far West Occupational Therapists, Royal Far West Speech Pathologists, Private Occupational Therapists and Speech Therapists, Centacare Wellbeing Practitioners, private psychologists and other service providers.

The role of the Instructional Literacy Teacher (ITL), Instructional Mathematics Teacher (ITM) and the high staff to student ratios allowed many tiers of intervention to take place simultaneously. Teachers were supported through dedicated coaching sessions, Professional Learning Communities, shoulder to shoulder teaching, case management meetings, data analysis and programming and planning.

Data collection assisted staff to put faces on the data and as such collectively problem solve to provide the highest level of quality education. Staff met regularly to review data and moderate work samples to ensure consistent judgements were made across the school.

The implementation of a whole school structured synthetic phonics approach utilising Promoting Literacy Development (PLD) resources saw a marked improvement in the students ability to decode written words. Students were then provided instruction at their point of need utilising the Response to Intervention which models 3 tiers of intervention including whole class, targeted group work and individual instruction as necessary.

Year 1 students were supported in Numeracy through Extending Mathematical Understandings (EMU).

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Section 7: Student Performance in State-Wide Tests and Examinations

NAPLAN 2024 Results

NAPLAN is an annual assessment for all students in Years 3, 5, 7 and 9. It tests the types of skills that are essential for every child to progress through school and life. The tests cover skills in reading, writing, spelling, grammar and punctuation, and numeracy. In 2024, all CEDWW schools completed NAPLAN Online.

Summary of Means

	Number of Students	School Mean	State Mean
Year 3			
Numeracy	4	418.6	410.1
Reading	4	352.1	410.5
Writing	4	379.5	426.7
G&P	4	333.3	418.8
Spelling	4	341.9	411.8
Year 5			
Numeracy	2	440.2	496.7
Reading	2	490.5	496.4
Writing	2	553.5	493.2
G&P	2	503.1	506.5
Spelling	2	518.5	495.6

Section 8: Pastoral Care and Well Being

Catholic Education Diocese of Wagga Wagga has established a Pastoral Care and Well Being Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

St. Patrick's School implemented the Wellbeing for Learning Framework through the use of the Multi Tiered System of Supports (MTSS) Guidelines.

MTSS:

1. prioritises early identification and targeted interventions to support learning and wellbeing for *all* students,
2. recognises that the learning needs of students may differ and tailors' instruction accordingly,
3. emphasises collaboration among educators, specialists, support staff, and parents to comprehensively support all students (including those with disability or who are disadvantaged), and
4. relies on data collection and analysis to guide decision making.

MTSS implementation utilised various sources of data including but not limited to academic results, case management meetings, and collaboration with all stakeholders. These sources informed the set up of our learning spaces ensuring they were safe, calm and predictable environments. Teachers also set up predictable routines, utilised visual timetables, displayed explicit learning intentions and success criteria which provided an accessible curriculum for all.

A student Code of Conduct aligned with the Catholic Education Charter provided a clear framework for the students to demonstrate the best versions of themselves.

 [SPH Student Code of Conduct](#)

Discipline Policy

Catholic Education Diocese of Wagga Wagga has established a Discipline Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Refer to SPH Code of Conduct

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Anti Bullying Policy

Catholic Education Diocese of Wagga Wagga has established an Anti Bullying Policy which is implemented by all schools in the Diocese. The implementation of this Policy is monitored by Catholic Education Diocese of Wagga Wagga.

See CEDWW Policy [HERE](#).

Refer to SPH Code of Conduct

Initiatives Promoting Respect and Responsibility

The 4Rs of Respect, Responsibility, Reverence and Resilience of St. Patrick's School were refined into Grace and Courtesy inline with the Religious Education Pedagogical Approach.

Refer to SPH Code of Conduct

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints Handling Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

See CEDWW Policy [HERE](#) & Procedures [HERE](#).

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the policy documents CEDWW of Pastoral Care, Student Well Being, Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and

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supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these documents in 2024.

In compliance with the **NSW Reform Act 1990**, Corporal Punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting the school office.

See CEDWW Policy [HERE](#)

Section 9: School Review and Improvement

Each year the school develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese, Wagga Wagga Annual Improvement Plan.

 SPH 2024 Annual Improvement Plan

Annotations embedded within the document.

Priority Key Improvements for 2025

 SPH 2025 Annual Improvement Plan .docx

Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St. Patrick's School. The opinions and ideas of parents, students and teachers are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year the school used a variety of processes to gain information about the level of satisfaction from parents, students and teachers.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
60%	40%	–

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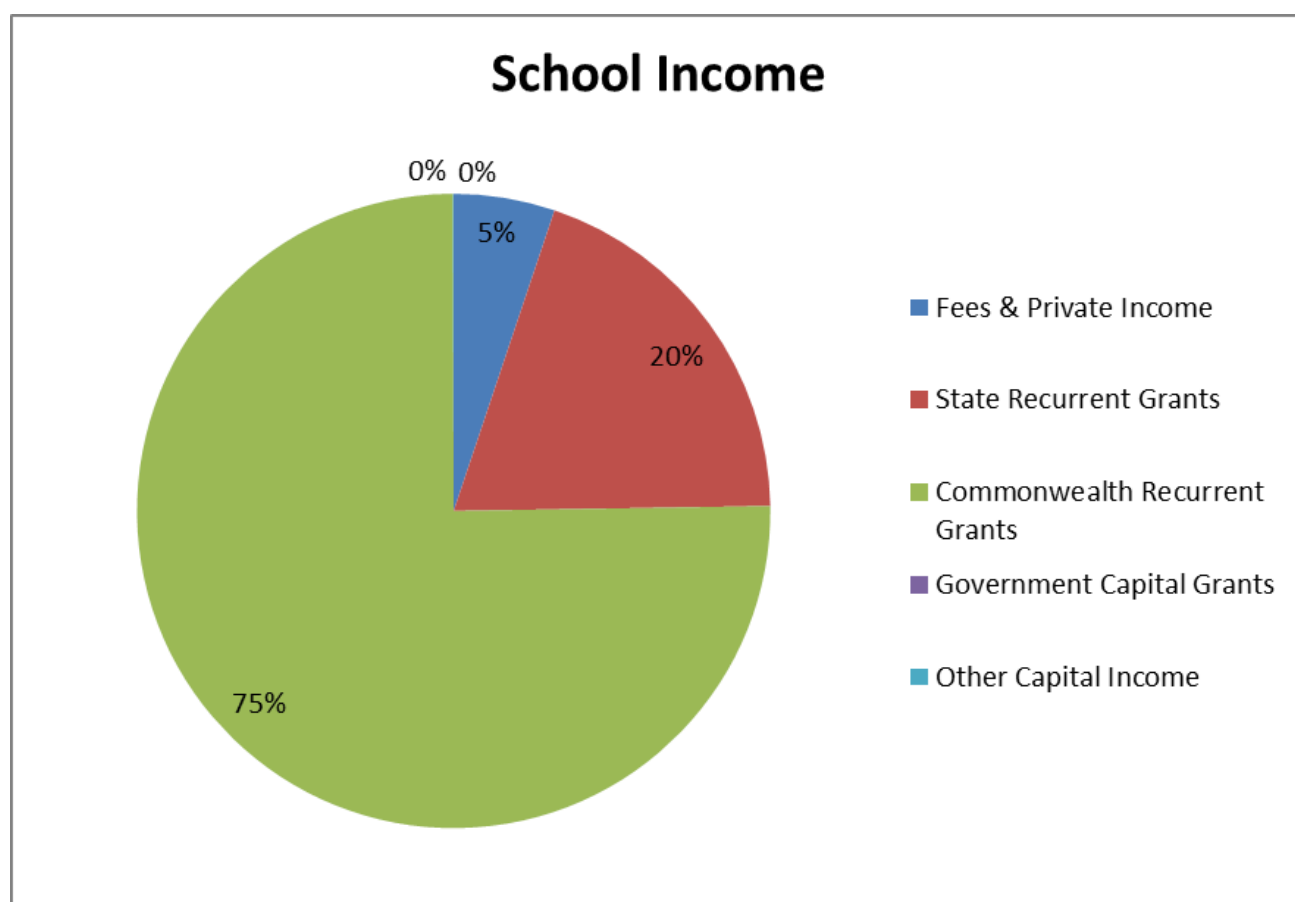
Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
59%	38%	8%

Staff Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
100%	-	-

Financial Report



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