



ANNUAL SCHOOL REPORT

2015

SERVICE † LEADERSHIP † JUSTICE
Together in Christ



St Patrick's Primary School, CESSNOCK

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About the Annual School Report

St Patrick's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese of Maitland - Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008.

The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

What a wonderful year 2015 has been for the whole community and for me as Principal. The main reason for this is the wonderful friendliness and support given to me and all members of the school staff.

Our vision, which is to provide quality education within the context of the Catholic Faith and where the uniqueness of each person is nurtured and valued, leads us to aspire to empower and challenge students through innovative teaching practices to become lifelong learners. In this way I believe we become a truly Catholic community which is permeated by values of caring, serving and welcoming to all.

The school at present has an enrolment of 364 children, representing 251 families. It is a very happy and personal community that is developed by the wonderful teachers who ensure that a Catholic ethos pervades the whole environment.

Firstly, I would like to congratulate the students who have worked tirelessly throughout the year. St Patrick's has experienced a lot of change however the students took everything in their stride, making great achievements in all areas of school life. Secondly, I would like to thank the staff for their hard work and tireless efforts with the children. I am sure that everyone is appreciative of what the staff has achieved with the children. The staff has also been very supportive of the changes that have been initiated and continue to strive to ensure that the education that is offered at St. Patrick's is the very best possible.

A special thank you to the parents. You show your support for us by sending your child to our school in the first place. But a lot more, you show pride in the school by dressing the children so well in the school uniform, by coming to school events, by helping us so much in the canteen, the library, uniform shop, with reading help and many other areas. Our school needs all this assistance, it helps forge a community spirit... WELL DONE!

Thank you also for the beautiful children you have given us to teach. They are simply a joy! This year has gone by with so few dramas that we can hardly believe our good fortune. When you don't have the trust that I mentioned earlier it is said, "YOU CAN DROWN IN PUDDLES" (which means that little problems can overwhelm you). However that doesn't happen at our school. You trust us and we return it by really striving to do our best always.

This year we also farewell a great group of Year 6 students who have been wonderful leaders of the school. They have been particularly hard working and conscientious and have impressed us as being a group that we can confidently claim will really shine at secondary school.

Parent Body

In 2015 St Patrick's P&F continued to have an active role within the school community, volunteering and contributing to the school in many ways. In 2015 the P&F raised funds through the sale of Entertainment Books, Mother's Day and Father's Day stalls, various raffles including a major Gold Coast Holiday raffle and through the sales in the School Canteen. Major contributions of the P&F in 2015 to the school included financial assistance towards an area of Synthetic Turf and the purchase of computers and furnishings for the newly renovated Learning Centre.

The P&F were also instrumental in helping to provide and deliver catering for various School and Parish gatherings such as the Palm Sunday and Christ the King Breakfasts.

The Canteen continued to operate five days a week throughout 2015 providing a great service to the Staff and students.

The Community satisfaction involving the School was quite high, with enrolments during 2015 and beyond increasing significantly. In fact there has been an upward trend in new enrolments for the last couple of years. The Parent Body

The Community feedback was very positive during 2015, especially after the wonderful School Dance Concert 'Cirque du Cessnock' that was performed by the Staff and students mid year. Parents were called

upon to help out with choreography, costume making, hair and make-up and just all round general support in making this School event such a success. The whole School Community came together for a series of great performances. The students thoroughly enjoyed the experiences and as a Parent Body we are grateful for the effort that the Staff, students and Community members put in to making this event so memorable.

Student Body

2015 was a great year for us as Leaders of the school. We tried our very best to be good role models for the younger students especially our buddies in Kindergarten. We enjoyed being in Year 6 and being treated as Senior Students of the school.

There were so many highlights for us. One that stands out is going to the Education Week Breakfast hosted by the Lord Mayor. We listened to a guest speaker who spoke about the hardships he encountered trying to cross the mountain ranges in Alaska/Canada. It took him three attempts. The moral to the story was to NOT give up on your dreams even if you fail the first time or even the second time.

As leaders we were also proud of the fundraising that we did to raise money for a lovely gift for the school. Another highlight was the 'Junior Vinnies Day' in which we raised hundreds of dollars to help the less fortunate people in our area.

Going on an excursion to Canberra was also an exciting part of the year. It was of course firstly an educational experience but we also had a lot of fun at the same time. Questacon seemed to be the activity that Stage 3 enjoyed the most followed closely by the Institute of Sport.

It was a privilege to be on the St. Patrick's Leadership Team in 2015!

SCHOOL FEATURES

History of the school

In response to the perceived need of the Catholic Community of Cessnock, the first Catholic School commenced in January 1887 by the sisters of St. Joseph. St. Patrick's Church at Nulkaba was used for this purpose. A new Church was built in 1893 and the Church-School was fitted with permanent fixtures and the building converted to St. Patrick's School. On 15th July 1906 a hall was moved to the High St. site and furnished as a school. It also served as a temporary Church. It was known as St. Joseph's Church-School.

In 1936 a new Mt. St. Joseph's School on Bridge's Hill replaced the old hall. This served as a Primary School and later as a Junior Secondary School for girls. There was also a Catholic School close by at Bellbird from 1937-1958. In 1937 St. Patrick's School was relocated from Nulkaba to Wollombi Rd. The 1970's saw the completion of a brand new brick school which is still the complex that we reside in today. The school has undertaken two major building projects over the last 10 years to expand and renew the facilities. We thank the Sisters of St. Joseph who are the pioneers of our school.

St. Patrick's seems to be continually changing!

Location/Drawing Area

St. Patricks Primary School Cessnock is located in the lower Hunter Valley in N.S.W. Neighbouring towns are Kurri Kurri, Branxton and Lochinvar. St. Patrick's is located on a very busy main arterial road through the heart of Cessnock so traffic and safety regarding pedestrian crossing is a concern.

Our school is part of the All Saints Cluster Region comprising 3 High Schools, 9 Primary Schools and 1 Infant School. Geographically we are a 50 minute drive from the nearest major city which is Newcastle and where our head office, the Catholic Schools Office of the Maitland/Newcastle Diocese is located.

We have students who travel in from as far South as Quorrobolong, as far North as Rothbury, as far west as Wollombi and the last suburb to the East is Abermain. Our feeder area is quite vast. Therefore many of our students travel by bus and car. Very few students walk or ride to school.

The nearest Catholic High School is 30 minutes away at Lochinvar, so our students need to commute by bus each day.

Catholic Identity and Mission

Catholic Imagination and Spirituality

Throughout the school environment our Catholic Identity is visually evident in the artworks, crucifixes and sacred spaces set up in the classrooms and office areas. More importantly, it is evident in the treatment of each person with respect to their uniqueness and the gifts they share. Each person is nurtured and valued.

The Catholic Identity of St. Patrick's Cessnock, has its foundations in its long association with the Sisters of St. Joseph commencing in 1887 with the formation of the first Catholic school in the area. The commitment to living the Gospel and the dedication shown by the sisters throughout our long history is still very evident in the Catholic Identity of the School and parish today.

Throughout the year the school community celebrated together in the form of school and grade Masses/liturgies. These were celebrated both at the school and at St. Joseph's Church.

The school staff have presented liturgies and prayer in varied ways in order to keep the experience fresh and to help deepen the spiritual effect. Our school liaises well with the staff from the CSO and we have had whole staff prayer and spirituality afternoons.

Family, Parish and Diocesan evangelising and catechesis

It is always difficult trying to blend Parish and school communities together, especially when many of our parents and students are not actively part of the Parish of St. Joseph's at Cessnock. The school and Parish communities continued to work and celebrate together harmoniously throughout 2015.

The Palm Sunday and the Christ the King Masses were celebrated in the grounds of St. Patrick's. These masses replaced the traditional Sunday morning Parish Masses. A beautiful breakfast was shared and then community activities followed. The mood and spirit of the day was inspirational.

Parishioners were invited to all school events and liturgical celebrations on a regular basis via the Parish Bulletin, School Newsletter and on the School's intranet and website.

The local Staff provided a link between Parish and school through their involvement in the Sacramental Team, Children's Liturgy and representation in various ministries.

Throughout the year staff and students attended all Diocesan Masses such as Commissioning, Special Needs, Chrism and Catholic Schools Week Masses as well as the Launch of Project Compassion.

St. Patrick's is welcoming to all families who wish to share in our community.

Christian Discipleship

At St. Patricks we have a responsibility to help the less fortunate in our community and abroad. The students were given ample opportunities to help the poor through daily and class contributions to our mission fund. This money was then given to 'Caritas Australia & Catholic Missions'.

Everyday the students donated to the School Mission Well as well as The Project Compassion Box during Lent. There were also a couple of fundraisers to raise money for various charities.

Each Monday morning our Religious Education Coordinator would read the previous Sunday's Gospel at assembly then give a small reflection on how the Gospel reading related to our everyday lives. This seemed to have a real impact on the student's interactions and dialogue with each other.

A major event during 2015 was The Minnie Vinnie's Day. The Stage 3 students organised a variety of stalls and raffles to raise money for the St. Vincent De Paul Society. They raised a phenomenal amount (\$1600) in one day. The staff were most impressed with the student's efforts as well as their commitment to helping those in need.

The staff also met for Lenten groups.

The staff came together for a very sacred Spiritual Day late in 2015.

Religious Education and Curriculum

The school evaluated the data from the school's Religious Literacy results to help target areas where the school could improve. Year 5 also sat the Religious Literacy Test from the previous year so staff could evaluate the results and set goals for improvement. All staff were alerted to the importance of the Religious Education in all grades. All staff sat the Year Six Religious Literacy Test and a fruitful discussion followed.

Thirty minute Religion lessons were taught five days per week.

During 2015 the Teachers are implementing the new Religious Education Curriculum across the grades. They were continually familiarising themselves with the content and the available resources to support teaching in the classroom.

Religion was successfully integrated across the whole curriculum.

Teachers were assessing the students for, of and as learning to gather evidence about student achievement and to improve student learning.

The school continued to liaise with the Parish Priest regarding school masses and it was decided during 2015 not to walk the distance to the local church as it cut into the time allocated for the weekly Religion lessons. All liturgies were celebrated at the school 2015.

Initiatives Promoting Respect and Responsibility

The students of St. Patrick's were encouraged to live the Gospel values through the respect they show to each other and this was supported by the continuation in 2015 of the "Positive Behaviour's Programme" where each child was challenged to follow the school 'Pride Guide' and live the values taught. There were visual signs throughout the school environment reminding students to be respectful. During 2015 St. Patrick's also commissioned some signs to be put up around the School reminding students about the correct way to use Technology and how to be respectful in such a forum.

At the weekly assemblies we continued to develop responsibility and Christian values through class awards and the 'You Can Do It' Programme. A special Anti- Bullying programme was also taught in each class regularly to address issues that may arise in this area.

In 2015, a very successful Leadership Programme was run by an external Provider targeting Stage 3 students. The programme encouraged students to embrace Leadership and to step up to the challenge of being a good, Christian role model. Such a position comes with great responsibility to serve and minister to the rest of the school and wider community.

Student Profile

The table below shows the number of students in each of the categories listed.

LBOTE*	SWD*	Indigenous
19	24	27

*Language Backgrounds Other Than English (LBOTE); Students With Disabilities (SWD)

Enrolment policy

St Patrick's Primary School follows the guidelines provided by the Catholic Schools Office *Enrolment Policy 2013*. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Actual Enrolments 2015

Scholastic Year	Number of Students
K	52
Year 1	58
Year 2	59
Year 3	57
Year 4	43
Year 5	50
Year 6	45
Total	364

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2015

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
92	90	90	93	92	92	94	92

Managing Student Non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to non-attendance. While parents should be reminded of their legal obligations under the Education Act, (1990), the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student's educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school-based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Pastoral Care and Wellbeing

Student Welfare Policy

An outline of St. Patrick's Policies in relation to Student Welfare is as follows:

- To develop in the children the concept of rights and responsibilities, for themselves and others.
- To acknowledge the individuality and differences of all people and promote appropriate attitudes and behaviours towards others.
- To encourage positive behaviours and relationships between all groups of the school community.
- To develop disciplinary policies and strategies which support and encourage self-regulatory behaviours.
- To ensure a safe and supportive environment inclusive of a retreat area for students with needs
- To create an atmosphere of welcome and hospitality for both those within the school community and members of other groups.
- To provide support, practical programmes and strategies for those with special needs.
- To consider the financial situation of all families in the planning of incursions, excursions and other school expenses.

In 2015, there were NO significant changes to these policies. All Welfare issues were tracked via the use of Gate 21. Full text of the policies can be accessed by the school community via the school intranet. Hard copies are available in the office and school foyer.

Discipline Policy

A brief outline of St Patrick's Policies in relation to Discipline for 2015 is as follows:

- At no stage is Corporal Punishment of any form administered in the School.
- At St. Patrick's we believe that the consequences of behaviour should be clear, consistent, relevant and immediate.
- Students must be encouraged to take responsibility for their actions by making restitution whenever/wherever appropriate.
- Teachers engage in a dialogue with the student regarding their behaviour and try to implement strategies to help the child in order to avoid a repeat of this type of behaviour.
- Where possible teachers will administer a consequence that most suits the behaviour.
- Repeated offences by the same students is tracked by an Executive member and various types of consequences are put in place.
- Professional judgement must be used in determining the consequences.
- Parents are always informed of repeated offences.
- Procedural Fairness Procedures are followed at all times as outlined in the CSO's Pastoral Care Policy (2003) in regards any complaints made regarding disciplinary measures at St. Patrick's.
- There have been NO changes to this Policy during 2015

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

Anti-Bullying Policy

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. *St Patrick's Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

St. Patrick's continued during 2015 to be very proactive when it comes to Bullying issues. The children were constantly educated through classroom programmes and visual signs erected around the playground and learning environment.

The Executive regularly visited classrooms reminding students that Bullying was not acceptable or appropriate in any way, shape or form at St. Patrick's.

Teachers were encouraged to display Anti-Bullying posters in their rooms.

A register of any alleged Bullying was kept during 2015 and behaviours were monitored.

There were NO changes made to this Policy in 2015 .

Complaints and Grievances

The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of Parents / Carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

A copy of this policy and the informative parent brochure is available from the school office, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

The School Development and Achievement Plans were enthusiastically and methodically implemented during 2015. There were quite a few areas of Development that in fact overlapped slightly at times.

Many goals in the area of Quality Learning were achieved quite successfully and set a good platform for continuation in 2016. These goals will be explained in more detail in Key Improvements Achieved this Year in sections #1,#2, #3 of Report.

In the area of Quality Teaching some of the priorities included:

- Providing ongoing, timely professional learning to support the implementation of the new BOSTES syllabuses incorporating the Australian Curriculum
- Inservicing in staff meetings with CSO personnel – English & Maths Syllabuses
- Inservicing and up-skilling of staff regarding the Maths Syllabus utilising CSO training
- Continued sessions in staff/stage meetings with developing scope & sequences, programming & assessment with English & Maths syllabuses
- Up-skilling Executive Team in the development of the English and Maths syllabuses at school level with a ‘professional guide’
- Professional development for identified leaders who will lead learning

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>The first main area for Development was to improve student achievement in Literacy and Numeracy. As a School, it was decided that a proactive approach to raising student levels of achievement was needed.</p> <p>This was achieved through providing professional learning for staff to set explicit targets for student achievement.</p> <p>As a result the following goals were achieved:</p> <ul style="list-style-type: none"> ■ Teachers developed greater skills in placing students in tiers 1-3 and setting targets for improvement ■ Implemented a 3 tiered intervention in English & Maths ■ Using data (Best Start etc,) and the Literacy & Numeracy continuums to inform teaching K-6 ■ Revised 2010 Literacy & Numeracy plan with reference to Literacy & Numeracy continuums ■ Identified targeted students for inclusion in MultiLit, Lexia & Corrective Reading intervention groups ■ Worked intensely with K-6 regarding Balanced English & Maths lessons ■ Used tracking proformas (stored in staff shared folder) to record results and identify students at risk in English & Maths. 	<p>One of the main areas for consideration in 2016 is to have an on-going proactive approach to raising student levels of achievement by identifying and implementing successful strategies for targeted students.</p> <p>This will be achieved by:</p> <ul style="list-style-type: none"> ■ Class teachers continuing responsibility for individual students with special needs via LS meeting and individual work with LST & CSO personnel, esp. those students not funded ■ Identification of students for targeting differentiated Tier 2 instruction ■ Student progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance (Must, Should, Could) ■ School use of data to identify starting points for improvement and for monitoring progress over time ■ Time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes ■ Analysis of growth patterns in NAPLAN – targeting of students with minimal growth in the top bands to be on-going ■ School leaders regularly work with teams to review achievement data relating to their areas of responsibility
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<p>The second area for Improvement and Development was to investigate and promote contemporary, pedagogical and ICT approaches to support excellence in learning and teaching.</p> <p>The following goals were achieved:</p> <ul style="list-style-type: none"> ■ All staff K-6 were inserviced in PLC/PLT meetings in Balanced English and Maths lesson planning and programming ■ Staff were released to work with CSO personnel on imbedding ICLT into the class teaching program ■ Worked with staff on usage of the ISTE framework with a focus on skill development ■ Staff worked together and mentored each other in providing teaching programs that identified ICT skills taught ■ Overseeing of student drive and updating each year was implemented. ■ Managing and oversight of Virtual Classrooms/Class Blogs ■ Teachers participated in moderation experiences to develop consistency in judgement & to improve assessment techniques ■ Support of teachers in the identification of students at risk and how to differentiate learning to cater for their special needs ■ Professional development in curriculum differentiation, with specific adjustments identified, links made for some students to Individual Plans and identification of curriculum outcomes for students working below their stage 	<p>Improved student achievement in Literacy and Numeracy</p> <ul style="list-style-type: none"> ■ Continue the 3 tiered intervention in English & Maths ■ Using data (Best Start etc,) and the Literacy & Numeracy continuums to inform teaching K-6 ■ School has set explicit targets for improvement in student achievement levels and has clearly articulated strategies for improving overall levels of student achievement ■ Monitoring of targeted students in MultiLit / Lexia/ Corrective Reading intervention groups regarding growth and exit points ■ School has developed and is implementing a plan for the systematic collection of a range of student outcome data including both test data and quality classroom assessments ■ Use of data to identify starting points for improvement and to monitor progress over time ■ Use of discretionary school funds, the school gives priority to initiatives aimed at improving outcomes for students ■ Development of flexible curriculum delivery arrangements have been established to enable staff to better address the needs of individual learner
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<p>The third area was to identify and implement successful strategies for targeted students. The following goals were achieved:</p> <ul style="list-style-type: none"> ■ Class teachers assumed greater responsibility for individual students with special needs via LS meeting and individual work with LST(Learning Support Team) & CSO personnel, esp. those not funded ■ Class teachers were provided with content and guidance for Learning Support Aids (LSA) ■ Teachers trained in providing higher levels of support for special needs students within the classroom and therefore provided greater flexibility and independence for students ■ Better identification of gifted/talented students for targeting differentiated instruction was enabled ■ Analysis of data took place to identify areas of concern and thus goals were set around these areas. ■ Analysis of growth patterns in NAPLAN – targeting of students with minimal growth in the top bands 	<p>Investigate and promote contemporary, pedagogical and ICT approaches to support excellence in learning and teaching</p> <ul style="list-style-type: none"> ■ Use of discretionary funding (PP & D) to provide opportunities for teachers to work together and to learn from each others' practices including through professional online learning ■ Ensuring of the continuity of a culture of collaboration over time & across cohorts which will lead all teachers to be committed and focused on the development of the knowledge and skills required to improve student learning ■ All staff will complete a 'Professional Practice and Development Action Plan' encompassing goal setting at a school, team and personal level ■ All staff to be involved in setting protocols for effective PLTs & PLCs ■ Work with staff on usage of the ISTE framework with a focus on skill development ■ Staff teaching programs to identify ICT skills taught ■ Overseeing of student drive and updating each year ■ Teachers participating in moderation experiences to develop consistency in judgement & improve assessment techniques
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Academic Achievements

At St. Patrick's we value the importance of academic success and encourage students to always try their very best. Many talented students achieved in a variety of areas during 2015. The local Council ran a Mayoral Challenge in the area of Creative Arts. This was in the form of Photography. One Year 3 student from our School took out first prize. The theme was 'CHANGE'.

Year 6 students competed in an In-School Debating Competition which was extremely informative and the students showed their talent in speaking in a public forum. Trophies and medals were awarded to the winning teams.

Following on from this was the Public Speaking Awards Night which showcased some fantastic talent from Kindergarten right through to Year 6. The standard of public speaking skills from the students was to be commended.

Stage 3 participated in the Newcastle Permanent Maths Competition with many Credits and Distinctions being awarded to students, however one student performed at a very high level and achieved a High Distinction.

The School also participated in the Regional Gifted and Enrichment Workshops which covered all Key

Learning Areas. Quite a few students attended and came back with great excitement to share their knowledge and skills with their classmates.

Many students were encouraged to enter various academic competitions that were on offer with some students being placed first and second in a range of categories. These competitions included writing and creating activities.

Year 6 attended an Inter-School Science & Engineering Competition at Mt. View High School. St. Patrick's entered a team of 24 students. All students commented that they really enjoyed the day and that they had learned a great deal.

All Year 6 students entered the Catholic School's Anzac Day Writing Competition. The children enjoyed researching and writing their stories about Anzac Day. Unfortunately, St. Patrick's did not have any winners but the students really enjoyed the experience, especially the research component.

Cultural achievements

St. Patrick's School was very lucky to have some very talented staff members who were able in 2015 to continue some of the rich cultural traditions of previous years.

The children participated in a wide range of activities and events at school level and also within the local and wider community. During 2015 St. Patrick's School hosted four big concerts over three days and nights. The theme was 'Cirque du Cessnock'. The students danced, performed gymnastic and acrobatic movements, performed in percussion bands, drumming bands and singing sections. Some students even performed juggling acts.

St. Patrick's children regularly participated with great pride in cultural activities within the community such as Clean-up Australia Day and the Annual Anzac Day March. There were over 200 students at the March in 2015.

Students also participated in Workshops at the local Library and had a visiting Author come to the school to enhance the importance of reading.

Students also attended 'The Blessing of the Land' ceremony held in the Pokolbin Valley. This was a community event of great significance. The celebration had a beautiful 'Smoking Ceremony' organised by the local Aboriginal Leaders.

Sporting achievements

During 2015 St. Patrick's encouraged students to take part in sporting activities with great enthusiasm and team spirit. The Annual Athletics Carnival was a great success with everything running smoothly on the day with 'Bluebells House' being the overall winner. The Annual Swimming Carnival was also won by 'Bluebells House'. In 2015 the Infants Department did not attend the Carnival due to concerns about adequate supervision. However some students from Year 2 who turned eight in 2015 did attend.

The following Gala Days were attended by a large group of students:

Two Netball Gala Days (Cessnock & Maitland)

Two Rugby League Days (Cessnock & Newcastle)

One Basketball Gala Day (Cessnock)

Stage 3 visited the PCYC every Friday to participate in a range of sporting activities including Gymnastics.

Many students achieved at a Regional level in all sporting fields, however a number of very talented students made it through to Diocesan and Polding Level in the following:

DIOCESAN:

Swimming: 2

Athletics: 8

Cross-Country: 12

Soccer:2

Rugby: 1

Netball: 1

Basketball: 1

POLDING:

Athletics: 1

Cross Country: 1

All students represented St. Patrick's with great pride and passion.

Student Achievements

Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for student in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists School planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The School results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	68.52%	71.10%	9.26%	12.90%
	Writing	88.68%	75.80%	3.77%	9.30%
	Spelling	41.51%	65.20%	18.87%	16.70%
	Grammar	69.81%	73.20%	11.32%	12.60%
	Numeracy	60.38%	60.80%	5.66%	16.80%

NAPLAN RESULTS 2015		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	52.17%	57.90%	15.22%	20.00%
	Writing	55.32%	52.40%	4.26%	19.50%
	Spelling	57.45%	60.80%	10.64%	14.60%
	Grammar	63.83%	60.90%	8.51%	18.60%
	Numeracy	54.35%	55.80%	21.74%	17.60%

Staffing Profile

Staff Qualifications

Qualifications and Experience	Number of Staff
I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).	24
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	24

Throughout 2015 St. Patrick's employed a Speech Pathologist to assist in the Special Needs area.

An extra Psychologist was also employed to assist in the Pastoral Care & Well Being area. Both were employed for one day a week.

A Religious Sister also worked at St. Patrick's during 2015 a few days a week to further assist students who were finding the challenges of school life difficult.

An extra secretary was also employed during 2015 for one day a week to help relieve some of the workload of the full-time secretary.

Finally it was found that a paid Canteen Supervisor was needed to work at the school during 2015 due to the decline in volunteers.

Workforce Composition

Number of Staff	
Total teaching staff	24
Total non-teaching staff	8
Grand total	32
Percentage of teachers who are indigenous	0

Teacher Attendance

96%

Teacher Retention

The Staff Retention Rate for the period 2015 to 2016 was 97%. Two Temporary Teachers finished their Part-Time Positions at the end of 2015.

One was a Job-Share position in which the teacher was lucky enough to secure a Full-Time Temporary Position at a school closer to home.

Another Part-Time position ceased.

As a school we decided to replace both these positions that were vacated with the one teacher.

Professional Learning Undertaken

During 2015 the whole school participated in a range of Professional Development courses, workshops and inservices. The three major whole school Inservice Days included:

1. A Spiritual Day facilitated by personnel from the CSO RE Department.
2. A Writing Day facilitated by a Lecturer from New Zealand
3. A Behaviour Management Day facilitated by Personnel from the CSO

The Executive travelled to Sydney to attend a Conference about RTI (Response to Intervention) hosted by PETA (Primary English Teaching Association) The Executive then came back and briefed the Staff on the contents of the day. Implementation of this RTI was targeted for 2016

Other forms of Professional Development included whole school CPR (Compression Pulmonary Resuscitation), Emergency Care & Trauma Training.

CSO P&F Parent Liaison Person addressed the Whole Staff regarding engaging with Parents.

Professional Development Meetings were held every Wednesday afternoon from 3.15pm -4.30pm on a variety of topics. Topics/Agendas included:

- The implementation of COSI (Continuum of School Improvement)
- Inservicing on PLCs/PLTs followed by the implementation process
- Anti-Bullying briefing presented by Principal & Executive
- Programming, Assessing & Reporting conducted by Principal & Executive
- Behaviour Management presented by CSO staff
- Learning Support Issues Facilitated by school LST Team
- Mentoring & Accreditation Procedures facilitated by CSO Personnel
- Comprehension strategies revised
- ICLT up-dates and implementation by CSO personnel
- Child Protection Inservicing and up-dating
- Spiritual afternoon with CSO personnel
- Special Needs workshop conducted by CSO personnel

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

Parent satisfaction with the school overall was very high. There were many determining factors that allowed us to come to this conclusion.

Firstly our enrolment figures continued to increase which was very pleasing. Secondly during 2015 we saw major school improvements take place to the school's surroundings. As a result of hard work and through fundraising the Parents and Friends Association was able to contribute significant funds for the laying of Synthetic Turf on a large proportion of the Main Playground. This definitely allowed the children to play their games and run more safely around the play areas.

The main area of satisfaction would have to be the acquisition of the Convent Building and its surroundings. The consequent demolition of the site certainly freed up a very large area at the top of the school. With reclamation work and landscaping, the area is now a lovely aesthetically pleasing grassed area for the children to play on. This has alleviated the congestion on the main playgrounds and has also given the school a nice street view. The parents, staff & students are certainly very grateful to the Catholic Schools Office for the purchase of the facility and the land!

Student Satisfaction

The students were definitely very happy and satisfied during 2015. All the Grades were lucky enough to go on an excursion to somewhere educational and exciting. In particular, the Year 6 students had an excellent opportunity to travel to Canberra for a 4 day excursion. The feedback from the students was fantastic with their favourite attractions being Questacon and the Australian Institute of Sport. They also enjoyed the camaraderie of being together in cabins with their good friends.

The highlight of the year for the students however, was the wonderful School Concert. The children performed 4 Concerts over 3 days. The theme was 'Cirque du Cessnock'. This encompassed a variety of entertainment including dancing, singing, percussion band, juggling, fire-breathing, stilt-walking, clowns and gymnastics. All the staff, students, parents and friends came together to make costumes, choreograph dances and to basically help each other to make the Concert the great success that it was!

The Mini Vinnies Day was also a great day of satisfaction for the students. They participated in a variety of fun activities to raise money for the less fortunate. The day was an unbelievable success.

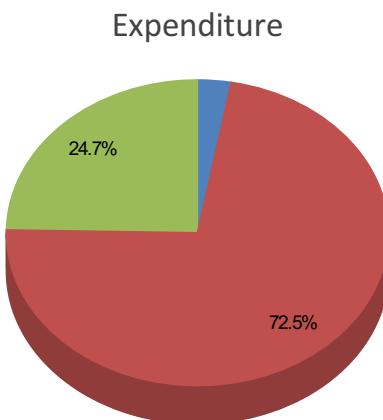
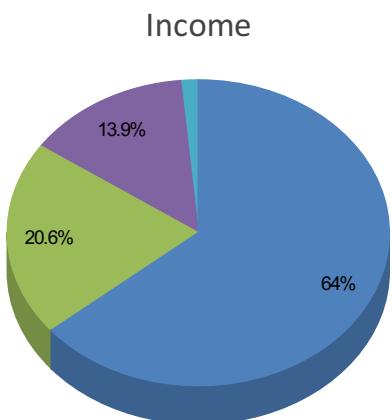
Staff Satisfaction

The satisfaction for 2015, I believe is indicated in the high retention rate of Staff. Whilst the year was extremely busy and quite hectic at times, with the delivery of curriculum and the large number of extra-curricula activities that the school tries to provide, the staff came together as always to support one another in a positive and very caring manner.

The demands of the Teaching Profession seem to be ever increasing and at times during 2015, the staff did find parts of school-life quite challenging. Especially, when there were family deaths, tragedies, illnesses and separations to help guide children, staff and families through. This was at times very stressful and heartbreakingly. The blessing was though, that in our Christian environment here at St. Patrick's, it was those times that the staff, students and the wonderful parent community came together to support and help one another.

There were also some very exciting times for the staff during 2015. There were many festivities and celebrations to join in and enjoy. These occasions, as well as the successes of many of the students in so many areas of the curriculum, brought great joy and satisfaction to the staff!

Financial Statement



- Commonwealth Recurrent Grants (64%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.6%)
- Fees and Private Income (13.9%)
- Other Capital Income (1.5%)

- Capital Expenditure (2.8%)
- Salaries and Related Expenses (72.5%)
- Non-Salary Expenses (24.7%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire.
School Financial Information for the 2015 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$2,509,097
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$808,993
Fees and Private Income ⁴	\$546,098
Other Capital Income ⁵	\$57,989
Total Income	\$3,948,846

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$109,488
Salaries and Related Expenses ⁷	\$2,798,930
Non-Salary Expenses ⁸	\$954,042
Total Expenditure	\$3,862,460

For the 2015 year the St Patrick's Primary School received \$26,669 as Interest Subsidy.
Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies Teaching and Educational Standards NSW, The Parent and Friends Association, the Parish Priest and to all parents.

Copies of this school's Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

Mr Andrew Latham

St Patrick's Primary School

CESSNOCK

Phone: 4990 3152

For further information relating to the Diocesan Policy please refer to: <http://mn.catholic.edu.au>