

# ANNUAL SCHOOL REPORT

# 2015



SERVICE † LEADERSHIP † JUSTICE  
*Together in Christ*



## St Patrick's Primary School, SWANSEA

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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

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## Principal's Message

The vision of St Patrick's Catholic Primary School is for all in the school community to be aware of and to make use of the gifts that God has given them. We strive to provide a loving, caring and supportive environment where students are encouraged to grow in faith within a Catholic community and to develop to their potential. We promote in students a sense of integrity, a respect for truth and an open mind. We endeavour to promote among our community a strong sense of belonging in an atmosphere which recognises the important role that staff, parents and grandparents play in the education of our students. I proudly recommend our school to you as a vibrant and dynamic learning environment devoted to the children we serve.

Peter Green (Principal)

## Parent Body

The Parents and Friends Association has achieved a great deal during 2015. As the school newsletter has been used very effectively to communicate to the school community the P&F's various activities and fundraisers, the families have been well informed in regard to how the students have benefited from their monetary contributions. I would like to thank the following people who have supported me in my role as the P&F president:

- Mardi White and Jessica Yates, for their management of the school canteen.
- Lisa Connell, our P&F secretary, who has also coordinated numerous fundraisers and other events throughout the year.
- Catherine Stace, our P&F Federation delegate, who has also been a wonderful mentor for me in my role.
- Louise Stewart, our uniform shop coordinator, who spends many hours each week in stock control, ordering, selling and advising parents – always with a huge smile!
- Fiona Layton, our P&F treasurer, whose organisational abilities, financial expertise, time management and attention to detail have ensured that our bills are paid and our books are balanced.
- The many other parents, grandparents and friends of St Patrick's who have helped with baking, making, counting, wrapping, driving, gardening, attending, organising, stamping, supporting and giving. You have contributed to the efficient running of our school and you have made it a wonderful place to send our children each day.

Jodie McIvor (P&F President)

## Student Body

What an amazing year 2015 has been at St Patrick's! St Patrick's Day and the Feast of St Mary of the Cross MacKillop were celebrated with many enjoyable activities. The excursions that our students attended were a highlight for each grade, especially the Year 5/6 three-day camp to Point Wolstoncroft Sport and Recreation Centre. Our school has participated in many different sports carnivals and gala days, and on Friday afternoons during Term Four, Years 3 to 6 participated in the beach sports program at Caves Beach. Our Aussie themed school musical was awesome. During the year we were lucky enough to receive a class set of tablets and beautiful garden beds for our vegetables. During the final week of Term 4, Bishop Bill arrived at our school by boat to deliver his Christmas message. Year 6 finished the year with their Big Day Out to Luna Park, and our end-of-year presentation evening was a great success.

Leah Stewart (School Captain, 2015)

## SCHOOL FEATURES

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### History of the school

St Patrick's Catholic Primary School, Swansea, was opened on Tuesday 29th January 1952 on the site in Wood Street where McDonalds now stands. The school was established by the Sisters of St Joseph o Lochinvar, and the founding principal was Sister Virgilius Perkins. The convent where the Sisters lived was on the site of the present school in Northcote Avenue. In 1977 and 1978, the church and the school were relocated to Northcote Avenue; all of the buildings were transported on the back of trucks. In 2005 the school was demolished to make way for new school buildings. The re-building program began on April 2006, at a cost of \$2.2 million. In 2010, a school hall was built on the site of the old "cottage". During 2014 we welcomed back to St Patrick's many of its former students and staff members (including 15 Sisters of St Joseph) to the blessing and opening of our sacred space which honours the thousands of people who have been part of the St Patrick's story.

### Location/Drawing Area

St Patrick's is located adjacent to Black Neds Bay on the southern shore of Lake Macquarie and close to the shopping precinct. Most of the students travel to school from Swansea, Swansea Heads, Caves Beach Blacksmiths and Nords Wharf, with others coming from Belmont, Chain Valley Bay, Gwandalan, Mannering Park, Marks Point, Murrays Beach, Summerland Point and Windale. St Patrick's is one of three schools within the Parish Jesus the Good Shepherd, East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale.

# Catholic Identity and Mission

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## Catholic Imagination and Spirituality

St Patrick's was founded by the Sisters of St Joseph in 1952. During 2015 the staff reviewed its vision statement for St Patrick's: "*St Patrick's School is a place of quality education, opportunity and growth. In a community of faith and love, we bring out the best in one another.*" In reviewing our school's vision, the staff renewed its commitment to creating and fostering a caring community where students, staff and parents work together in mutual support and respect. It is this community aspect of the faith we share that sets the tone of our Catholic school. We recognise that Mary MacKillop lived a life of heroic goodness and responded totally to the needs of those around her. We endeavour to do the same. Our outdoor sacred space is a place where individuals and groups of students may sit to quietly pray and reflect. Etched into the pavers in the sacred space are the names of many of the Sisters of St Joseph who have taught at St Patrick's, as well as some of the sayings of Mary MacKillop. During 2015 we celebrated our Josephite heritage on the Feasts of St Joseph and of St Mary of the Cross MacKillop. We also celebrated the feast day of our school's patron saint, St Patrick.

## Family, Parish and Diocesan evangelising and catechesis

The school community sees itself as very much a part of the broader parish community. Our students plan and participate in a Saturday Vigil Mass once per term. Through school assemblies and school newsletters, we actively promote our parish-based sacramental programs. Parishioners are active in the school in a number of ways which include promoting the work of the St Vincent de Paul Society and voluntary work within the school community. The school supports the St Vincent de Paul Winter and Christmas Appeals which are coordinated by the parish chapter of the St Vincent de Paul Society. The school also acknowledges and celebrates the part it plays in the broader Diocesan Catholic community through its involvement in annual celebrations such as the launch of the Diocesan Caritas Lenten appeal, the Catholic Schools Week Mass, the Mission Week Mass, the Special Needs Mass and the Called To Serve Mass. Bishop Bill Wright chose St Patrick's School as the venue from which to deliver his annual Christmas. Much to the delight of our school and parish community, Bishop Bill arrived at St Patrick's by boat and delivered his address in our outdoor sacred space.

## Christian Discipleship

- While the classroom Religion programs feature a rigorous academic component that requires the students to demonstrate their knowledge and understanding of the course content, there is also a strong focus on providing the students with opportunities to develop their relationships with God through class-based prayer and liturgy experiences.
- In November, our Year 5 students participated in their annual leadership day in preparation for their role as student leaders in 2016. The leadership day gives the students an opportunity to learn about and reflect upon the leadership of Jesus, and to consider how they might seek to develop those qualities of Jesus that made him such an influential and extraordinary leader.
- The staff attended a full-day retreat during Term Three. The retreat, which was facilitated by Jim Quillinan, challenged us to consider that our relationship with God must be lived out daily, and lived out in the decisions that we make, both large and small. Our daily decisions build up patterns of behaviour that can be either life-giving or destructive of our human freedom and our dignity. The staff found the day to be very beneficial.

## Religious Education and Curriculum

- The teachers place a high priority on Religious Education as a key learning area, with 10% of teaching time dedicated to the teaching of Religion. The teachers program Religion to ensure that the syllabus outcomes are comprehensively covered, and their assessment records highlight their belief that Religion is a key learning area with academic rigour.
- During 2015 there has been a strong school wide push, led by the Religious Education

Coordinator, to promote the religious literacy of our students. Each week there have been several questions presented to the students at our school assemblies, through the school newsletter and on posters around the school playground. At each Friday assembly, some students are asked to answer the questions. Those students who answer the questions correctly win a prize.

- In June, our Year Six students undertook the Year Six Religious Education test, along with all of the Year Six students from across the Diocese. This test measures the knowledge, understanding and skills in Religious Education that the students have acquired throughout their primary schooling. Our students' results were very encouraging.

### **Initiatives Promoting Respect and Responsibility**

- We have continued to use the *Positive Behaviour for Learning* (PBL) framework to reinforce the three core values that underpin our school rules – to be safe, to be respectful and to be responsible.
- At our end-of-year presentation evening, we presented the prestigious MacKillop award to one student who has applied Mary MacKillop's spirit to her daily work at St Patrick's, and we chose one student from each class to receive a 'Community builder' award.
- Under the leadership of our Mini Vinnies student committee, our school's mission activities and social justice initiatives included fundraising for Caritas, Catholic Mission and SIMS Cambodia; clothing and food donations to the St Vincent de Paul appeals; and an appeal to assist a local family that needed major house renovations to enable them to accommodate a seriously ill family member.
- Our senior students have continued to monitor the quality of the water in Black Neds Bay. Through this program, we hope to contribute to making a difference to the health of our lake and foreshore environments.
- The students pay frequent visits to the Southern Cross Care aged care facilities both next door to the school and at Caves Beach.

## Student Profile

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

LBOTE*	SWD*	Indigenous
0	13	8

\*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	16
Year 1	19
Year 2	24
Year 3	17
Year 4	21
Year 5	14
Year 6	7
Total	118

### 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
92.7	93.2	93.2	95.1	93.1	94.7	92.5	93.6

## 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

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## Student Welfare Policy

- Appropriate and acceptable behaviour is taught explicitly through the *Positive Behaviour for Learning* (PBL) framework, which aims to build a culture of shared accountability for the core values of the school.
- Student welfare is a running agenda item on our weekly staff housekeeping meetings, where we highlight wellbeing issues related to students, and discuss ways in which we might deal with those issues.
- During 2015, the Principal continued to meet with selected groups of students as a means of proactively dealing with simmering tensions and equipping students with strategies for dealing with conflict issues. These meetings have helped to reduce the number of reported instances of teasing and bullying.
- The school has a number of policies related to both the physical and emotional welfare of our students. No changes were made to these policies during 2015. These policies are available on the school website.

## Discipline Policy

- The school's discipline practices are located within its Pastoral Care and Discipline Policy (2011) which is available on the school website. This policy specifically addresses seven main categories of misbehaviour, as well as acceptable and unacceptable forms of punishment.
- All incidents of a serious nature are documented in the school's student management system, Gate21. Documenting disciplinary issues allows the staff to track patterns of behaviour, to ascertain appropriate ways of dealing with misdemeanours, and to accurately report the nature of disciplinary matters to parents and caregivers.
- In order to maintain procedural fairness, the Principal provides regular updates to parents or caregivers regarding the management of specific incidents, and maintains an ongoing and annual evaluation process of discipline practices.
- Although there have been no changes made to the policy since 2011, a review is planned in 2016.

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.

## 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

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## School Improvement Plan

- Ensure that the assessment activities in Religious Education teaching programs reflect contemporary understandings of how best to teach and assess knowledge, understanding and skills in Religious Education.
- Ensure that policies in all Key Learning Areas reflect our nature and purpose as a Catholic school.
- Target the teaching of mathematics to improve student outcomes, especially in the space, measurement and data strands.
- Review the scope and sequence for Mathematics and Science & Technology to ensure that the teachers are familiar with contemporary pedagogy.
- Upgrade ICT facilities in order to give students greater access to technology.
- Consult with all stakeholders to develop a homework policy.
- Review the school's vision and mission statements.
- Develop a policy and rigorous processes for following up unexplained student absences.
- Implement a cycle of policy review to ensure consistent and continuous assessment and evaluation of policy documentation.
- Utilise the school website and the school app to promote the school.
- Extend the student leadership program.
- Create a "kitchen garden" that will be used to resource the school canteen and to teach sustainable living.

## School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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- With a high priority given to the administration of assessment tasks and to the development of religious literacy, the staff, students and parents are beginning to see Religious Education as a Key Learning Area with academic rigour. This objective has been accomplished largely through opportunities for the staff to engage in regular professional dialogue.
- There has been a renewed emphasis on ensuring that the students have access to many hands-on experiences and open-ended problem-solving opportunities in Mathematics.
- We have redeveloped our scope and sequence documents in both Mathematics and Science & Technology. This has enabled us not only to ensure that we are covering all of the content in each of these Key Learning Areas, but also to ensure that we are embracing contemporary pedagogical practices in our teaching.
- Twenty-five computer tablets were purchased. These devices have given the students of Years 4, 5 and 6 more available access to technology as a learning tool. There is already sufficient anecdotal evidence to demonstrate that the tablets will change the teacher-student dynamic in a way that will offer the students greater independence as learners.

- A renewed priority on establishing a close relationship with the members of our broader parish community. This objective will be achieved by:
  - Addressing the parishioners at weekend Masses.
  - Continuing our tradition of parish/school/family Masses once per term.
  - Ensuring that all baptised students are well informed in regard to the parish-based sacramental programs.
  - Drawing on the expertise of the parish priest in both the educational and administrative domains of the school.
- Ensure that Catholic perspectives within all Key Learning Areas are evident both in policy documents and in the teachers' programs of teaching.
- Foster staff spirituality through the provision of a retreat experience as well as opportunities to engage in dialogue in matters pertaining to their own personal faith development.
- Continue to incorporate religious literacy discussions and quizzes into assembly routines and newsletters.

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| <ul style="list-style-type: none"> <li>■ During 2015, the students, parents and grandparents were consulted in regard to their beliefs about homework. The consultation included an online survey and two homework forums which were attended by students, parents and grandparents. The views expressed by the school community were collated and used to review our school's homework policy. The new policy, which will be launched at the beginning of 2016, will ensure that:           <ul style="list-style-type: none"> <li>○ A consistent approach to homework is adopted throughout the school.</li> <li>○ Parents and guardians have a clear understanding about expectations for homework and their role in supporting their children in this aspect of learning.</li> <li>○ The needs of individual students are taken into account</li> <li>○ The students have the opportunity to progress towards independence and individual responsibility.</li> </ul> </li> <li>■ The school's vision and mission statements, which were last reviewed in 2011, were reviewed, redrafted and launched during 2015. This process involved consultation with staff, parents and students, and its focus is on St Patrick's as a place of quality education, opportunity and growth where we bring out the best in one another in a community of faith and love.</li> </ul> | <ul style="list-style-type: none"> <li>■ Introduce a Response To Intervention (RTI) approach to offer students multiple levels, or tiers, of evidence-based instruction and interventions. At each tier in the framework, students will receive effective, differentiated instruction.</li> <li>· Ensure that teachers have sufficient time and resources to undertake testing of their students so that they may gather data that will allow them to tailor their teaching to the needs of their students.</li> <li>· Facilitate professional dialogue among teachers by giving them opportunities to share units of work that utilise technology and encourage critical thinking and engaged learning.</li> <li>· Ensure that the teaching of English and Mathematics continues to be high on the staff's professional development agenda by ensuring that the teachers continue to observe those practices that have been adopted throughout 2014 and 2015.</li> <li>· Review the scope and sequence for the History and Geography components of the HSIE syllabus, and implement these syllabus documents.</li> <li>· Ensure that the History and Geography syllabuses are well resourced.</li> </ul> |
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<ul style="list-style-type: none"> <li>The promotion of St Patrick's as a school of academic excellence has been a high priority in 2015. Having consulted with Emma Blackford, the communications manager for the Catholic Schools Office, we have initiated a campaign that will ensure that the school is promoted within the local community through the publication of new brochures, through invitations to the public to come into the school, and through visual displays such as large banners at the entrance to the school. The school's website has been updated regularly, and the school newsletter is freely available to the public through the website.</li> <li>Through the creation of a student council, the student leadership program has been extended this year to allow younger students to have a voice in the day-to-day running of the school. The student council has met weekly to discuss issues that directly affect them and to examine ways in which they themselves can become agents of change in the school. Through their involvement in the student council, the students have developed skills in running a meeting, writing proposals, negotiating with other people, managing their time and public speaking.</li> </ul>	<ul style="list-style-type: none"> <li>Monitor the commitment of the staff to the recently developed vision and mission statements, ensuring that they understand and embrace the implications of these statements for our work as teachers.</li> <li>Inservice the staff on the explicit teaching of writing by using the skills on the "Aspects of writing" component of the Literacy Continuum.</li> <li>Promote the incorporation of Aboriginal perspectives into units of work, and develop an Aboriginal art project which engages the whole student body in creating a significant piece of art that has relevance for our school and/or our local area.</li> <li>Implement "You Can Do It", a program that will aim to optimise the social, emotional and academic outcomes for our students.</li> <li>Utilise the vegetable gardens as a means of promoting healthy eating.</li> <li>Ascertain the currency of all school policies and formulate a timeline for policy review and development.</li> <li>Develop a promotion plan that will include the publication and distribution of a school brochure, and a parent information evening to coincide with St Patrick's Day.</li> <li>Continue to promote St Patrick's in the broader community as a school of academic excellence.</li> </ul>
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## Academic Achievements

- Along with all Year Six students in the Maitland-Newcastle Diocese, our Year 6 students sat for the Year 6 Religious Education Test. One student earned a Distinction and three students earned a Credit.
- In the International Competitions and Assessments for Schools (ICAS), our results were very pleasing, with one student earning a High Distinction in the Mathematics competition. Our other results included four Distinctions in Science, two Distinctions in Digital Technologies, and one Distinction in each of English, Spelling and Mathematics.
- The students of Years 5 and 6 competed in the Newcastle Permanent Primary Mathematics Competition. Two students who were placed in the top 15% throughout the Newcastle, Hunter and Central Coast schools earned a Certificate of Distinction. Five students who were placed in the next 30% earned a Certificate of Merit.
- 69 students participated in the NSW Premier's Reading Challenge. This represents 58% of our student population. Four students were awarded a Gold certificate, having successfully completed the Premier's Reading Challenge for four consecutive years.
- We entered students in the Year Five Catholic schools regional public speaking competition, and in the Year Six Catholic schools regional debating competition.
- The students of Year Six entered the Newcastle Herald Schools Newspaper competition. They were

thrilled to see in print their newspaper articles, photographs, editorial and cartoon.

- The students' academic achievements and efforts were highlighted at our end-of-year presentation evening. One student was chosen from each class to receive an award for consistent effort and application. One student was chosen from each class from Years 3 to 6 for an award for academic achievement.

## Cultural achievements

- The creative arts have been a primary focus during 2015. Once again we ran our annual St Patrick's Day art competition, and the winning entries have been framed and are displayed in the school foyer.
- With a specialist music teacher working one day per week, the performing arts have been well promoted throughout 2015. Our school musical in Term 3, entitled "Australian Made", gave every student an opportunity to perform in front of a large audience. A recorder program in Years 3 and 4 and a ukulele program in Years 5 and 6 were not only used to teach musical concepts but also gave the students a purpose for their learning. Our end-of-year presentation evening allowed our students to showcase their musical talents in both instrumental and choral performances. The students also displayed their recent artworks in the school hall for the presentation evening.
- The members of our student chess club continued to meet weekly to compete against one another. They experienced some success in inter-school chess competitions.
- The students entertained the residents of the Southern Cross Care aged care facilities during their regular visits to the facilities in Swansea and Caves Beach.

## Sporting achievements

- *Cross country:* Our school cross country was again a success. We sent 18 students to the diocesan cross country.
- *Athletics:* We had an enjoyable school athletics carnival. Thirty-one of our students progressed to the regional carnival and three to the diocesan carnival.
- *Netball:* Most of our students in Years 3 to 6 competed in the Maitland-Newcastle Catholic Schools netball gala day.
- *Horse riding:* One student represented our school at the Scone and District Schools Sports Horse Sports Day.
- *Swimming:* We held our annual school swimming carnival in December. Earlier in the year, 28 students represented our school at the regional swimming carnival and two at the Diocesan swimming carnival. We have also offered a two-week intensive swimming program for the students of Year 2.
- *Gymnastics:* The school engaged two teachers to deliver a gymnastics program during Term 1.
- *Soccer:* We entered two teams in the Catholic regional schools soccer gala day.
- *Tennis:* One student trialled for the Polding tennis team to compete at the State championships. Unfortunately he did not gain selection for the State Championships.
- *Rugby League:* We entered two teams in the Paul Harragon Cup.

# Student Achievements

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## 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	88.89%	71.10%	0.00%	12.90%
	Writing	88.24%	75.80%	5.88%	9.30%
	Spelling	70.59%	65.20%	11.76%	16.70%
	Grammar	82.35%	73.20%	5.88%	12.60%
	Numeracy	70.59%	60.80%	17.65%	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	71.43%	57.90%	14.29%	20.00%
	Writing	71.43%	52.40%	0.00%	19.50%
	Spelling	71.43%	60.80%	0.00%	14.60%
	Grammar	57.14%	60.90%	7.14%	18.60%
	Numeracy	64.29%	55.80%	7.14%	17.60%

# Staffing Profile

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## 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).	12
II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications	0

## Workforce Composition

Number of Staff	
Total teaching staff	13
Total non-teaching staff	6
Grand total	19
Percentage of teachers who are indigenous	0

## Teacher Attendance

94%

## Teacher Retention

83% (10 teachers out of 12) of the 2014 teaching staff were retained in 2015. One teacher took 12 months leave without pay, and another teacher was offered a higher part-time teaching load in a school in which she was already working.

## Professional Learning Undertaken

- The teaching staff sets aside one hour per week for professional development. The nature of this professional learning is determined by the priorities in our School Annual Improvement Plan. In 2015, our professional learning was based largely on the Key Learning Areas of English, Mathematics and Science & Technology. Two pupil-free days were set aside for the same purpose.
- Release from teaching was also provided for teachers to work with a Catholic Schools Office education officer to develop a scope and sequence for the teaching of Mathematics.
- The teaching staff successfully completed an online course over a period of six months, presented by Anita Chin. The title of the course was Differentiation: Number and Algebra Concepts, F-6.
- Two teachers are currently undertaking studies in Masters Degrees.

## **Parent, Student and Teacher Satisfaction**

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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**

Verbal and written feedback indicates that, in general, the parents are happy with the opportunities that their children are given at St Patrick's – academically, spiritually and socially. Furthermore, a number of parents who sought to enrol their children at St Patrick's during the year were referred to the school by existing parents. The school's social events and fundraising events were well supported throughout the year, as is indicated by the number of people attending events and the amount of money raised to fund school projects. There has been no significant increase or decrease of school enrolments in the last year, although it is expected that, in 2016 and 2017, two small cohorts of senior students will be replaced by larger cohorts of incoming Kindergarten students. Although parents do not always agree with the outcome of disputes and grievances, they understand that we have fair protocols in place to deal with disputes and grievances, and they do appear to be satisfied, in general, with the way in which these protocols are enacted.

### **Student Satisfaction**

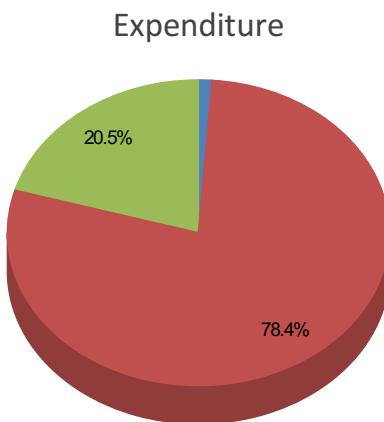
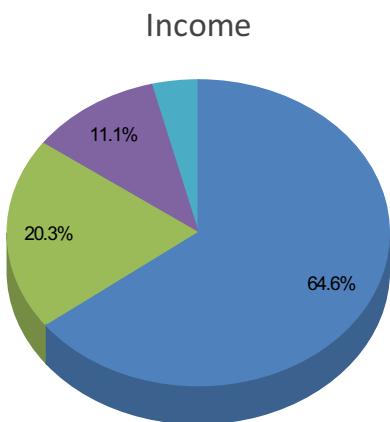
Anecdotal evidence appears to support the view that the students are happy and engaged at school. The students speak very positively about their learning, about the staff, about the physical environment, and about the opportunities that they are given. The students seek to contribute to the effective running of the school by undertaking extra leadership responsibilities, by joining school-based clubs, and by willingly performing routine chores. Whilst the student population is rather transient, very few students leave St Patrick's because of dissatisfaction with the school.

### **Staff Satisfaction**

The low turnover of staff in recent years would seem to point to a generally high level of satisfaction with their jobs. The staff members speak positively about their work, about the students and their families, about their colleagues, about the leadership of the school and about the opportunities that they are given to develop themselves professionally. In general, the staff members are prepared to undertake extra responsibilities beyond their basic role descriptions.

## Financial Statement

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- Commonwealth Recurrent Grants (64.6%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.3%)
- Fees and Private Income (11.1%)
- Other Capital Income (3.9%)

- Capital Expenditure (1.1%)
- Salaries and Related Expenses (78.4%)
- Non-Salary Expenses (20.5%)

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 <sup>1</sup>	\$1,039,783
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$326,770
Fees and Private Income <sup>4</sup>	\$179,099
Other Capital Income <sup>5</sup>	\$63,457
<b>Total Income</b>	<b>\$1,653,070</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$17,528
Salaries and Related Expenses <sup>7</sup>	\$1,207,631
Non-Salary Expenses <sup>8</sup>	\$316,138
<b>Total Expenditure</b>	<b>\$1,541,297</b>

For the 2015 year the St Patrick's Primary School received \$43,961 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

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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:

**Mrs Rosemary Wade**

**St Patrick's Primary School**

**SWANSEA**

**Phone: 4971 1560**

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