



**St Patrick's Primary School,  
SWANSEA**

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Principal: Mr Peter Green

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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 for 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

It has been another great year for the Parents and Friends Association at St Patrick's Swansea. We have run a number of successful events that we hope have been enjoyable for the students and have provided them with lifelong memories of their time at St Patrick's.

We have worked hard to streamline the decision making processes for allocation of P&F funds and we are hoping that this will allow us to work even more closely with the staff next year to provide resources for the school that are needed and are cost effective.

We would like to thank Peter Green, Bronwyn Sartori and all of the staff of St Patrick's for their ongoing support of the P&F. We are looking forward to working together again in 2017.

Thank you to the parents and grandparents of the school who, year after year, continue to generously support our fundraising events with your time and expertise.

Jodie McIvor (P&F President)

### Student Body

2016 was a great year. I have had many opportunities throughout the year, including reading at the Swansea RSL Club's ANZAC Day service, and laying a wreath on behalf of our school at the Australian War Memorial. I have learnt to build resilience, and this has helped me to bounce back after disappointments and setbacks. One of the most important lessons that I have learnt at St Patrick's is to never see a need without doing something about it – a principle that Mary MacKillop brought to her everyday work. Our class has enjoyed many wonderful excursions, including our three-day trip to Canberra. Year Six finished the year with a "Big Day Out" at Luna Park, which was very enjoyable.

Grace Hole (School captain, 2016)

## 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 of 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". Two years ago 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, Summerland Point, Gwandalan, Marks Point, Murrays Beach 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. Our guiding principle is that of St Mary of the Cross MacKillop and the Sisters of St Joseph: "Never see a need without doing something about it". It is this practical aspect of the faith we share that sets the tone of our Catholic school. This was never more evident when, during this year, one of our Year Six students initiated a fundraiser in response to his friend's diagnosis of brain cancer. Other individuals and schools embraced the appeal, with the result that \$21,000.00 was raised to promote research into the causes and cures for brain cancer and to support brain cancer patients and their families. The student was subsequently nominated as a candidate for the Fred Hollows Humanity Award, for which he received a special mention and a framed certificate. St Mary of the Cross would be beaming with pride, knowing that the children in our Catholic schools are people who want to make a difference in their world. During 2016 we added to our outdoor sacred space the names of more people who have either a past or present connection with St Patrick's School.

### 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.

### 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 Five students participated in their annual leadership day in preparation for their role as student leaders in 2017. The leadership day gives the students an opportunity to consider how they might seek to develop those qualities of Jesus that made him such an influential and extraordinary leader.

The staff attended an overnight retreat during Term 1. This was a very significant and timely experience for our staff as there had been a considerable turnover of staff at the beginning of the school year. The retreat, which was facilitated by our Religious Education Coordinator and our teacher librarian, offered each staff member an opportunity to reflect on their own spiritual journeys in this Year of Grace and to strengthen their relationships with one another. The retreat experience was key to building community among the staff.

### 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.

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. Of the 15 students who did the test, nine students earned a Credit, four students earned a Distinction and one student earned a High Distinction. Our students' results are the result of a resolute effort by our teachers over the past two years to raise levels of religious literacy among all of our students. This effort has been driven largely by our

Religious Education Coordinator, who challenges our students with questions at assemblies, on posters displayed around the school, and through the school newsletter.

### 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 ceremony, we presented the prestigious MacKillop award to one student who has applied Mary MacKillop's spirit to his 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 elderly gentleman who was seriously ill and in need of financial support.

The students pay frequent visits to the Southern Cross Care aged care facilities both next door to the school and at Caves Beach.

St Patrick's School values the legacy of the original inhabitants of this region. We have strengthened ties with the Bahtabah Local Aboriginal Land Council, whom we have engaged to work with us in promoting indigenous perspectives throughout our curriculum.

## Student Profile

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

LBOTE*	SWD*	Indigenous
0	10	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 2016

Scholastic Year	Number of Students
K	21
Year 1	14
Year 2	14
Year 3	25
Year 4	19
Year 5	22
Year 6	12
Total	127

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
96.11	94.98	94.98	95.29	94.95	94.76	94.64	95.03

## 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

During 2016 we introduced “You Can Do It”, a program that aims to promote social-emotional wellbeing in our students, by teaching five “keys” to success: confidence, resilience, organisation, persistence and getting along. The explicit teaching of these keys, as well as a number of visual displays on the playground, are helping to ensure that “You Can Do It” will become embedded in the culture of our school and that the students and staff will embrace a common language when we speak about the social and emotional wellbeing of our students.

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 discuss wellbeing issues related to students.

During 2016, 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.

### 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 2017.

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

Engage the parish priest in the management of the school.

Ensure that teaching programs comply with BOSTES and CSO requirements.

Encourage all teachers to take on leadership roles that promote quality teaching.

Review the school's pastoral care and discipline policy.

Implement the homework policy that was developed in 2015.

Review processes for identifying risk and applying control strategies.

Regularly review income and expenditure to ensure that budget targets are achievable.

Upgrade ICT facilities in order to give students greater access to technology.

Broaden the scope of the kitchen garden.

Implement a cycle of policy review and development to ensure consistent and continuous assessment and evaluation of policy documentation.

Promote the school within the broader community.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Encouraged by the requirement to set professional goals in order to maintain their BOSTES accreditation, our teachers have taken initiatives in a number of areas, mostly in the development of curriculum that will benefit the whole staff. A number of the teachers' goals have become embedded in our school's strategic plan for 2017 – 2019, and those teachers will lead the staff in developing those aspects of our school's curriculum. The opportunity to become experts in particular fields has led to a somewhat "flatter" leadership structure within the staff.</p> <p>The growth of a collaborative culture among the staff. The teachers have opened up their classrooms to their colleagues to observe them as they teach. Each observation has had a specific focus, e.g. behaviour management, teaching of spelling. The feedback from peers has proven to be a valuable professional development opportunity.</p>	<p>Build upon our commitment to identifying and creating opportunities for the staff to develop a connection with the Parish of Jesus the Good Shepherd, East Lake Macquarie.</p> <p>Encourage teaching staff to enrol in professional courses, retreat experiences and pilgrimages offered by the Catholic Schools Office, as a means of developing them professionally and personally, and also as a means of ensuring that they maintain their teaching accreditation.</p> <p>Implement recommendations from the Religious Education Coordinator's 2016 performance review, especially in regard to a renewed focus on curriculum development and pedagogy.</p>

In recognising that the period of early childhood is the richest time in one's life for exploration, investigation, creativity, innovation and imagination, St Patrick's is embracing a fresh approach to the education of our youngest students, with a stronger focus on hands-on investigations, play and outdoor learning into our teaching programs in the younger years.

We have introduced "You Can Do It", a program that aims to promote social-emotional wellbeing in our students, by teaching five "keys" to success: confidence, resilience, organisation, persistence and getting along. The explicit teaching of these keys, as well as a number of visual displays on the playground, are helping to ensure that "You Can Do It" will become embedded in the culture of our school and that the students and staff will embrace a common language when we speak about the social and emotional wellbeing of our students.

Implement the agreed recommendations from the Catholic Schools Office for education of gifted students.

Develop an approach to early learning that makes connections with the Diocesan Learning Framework, emphasising the Catholic Schools Office's directions in philosophy, play, environment and space, transition, pedagogy for success in professional learning.

Continue and strengthen opportunities for staff to meet in professional learning teams to focus on spelling, writing and visual arts.

Continue to support teachers in the development and implementation of their Professional Practice & Development (PP&D) action plans.

Facilitate classroom observations of teachers by their colleague teachers.

Support the implementation of quality pedagogical practices that engage and motivate students, with the aim of making improving levels of literacy and numeracy.

Continue to implement and promote the "You Can Do It" program.

Continue to create a physical environment that celebrates the Awabakal people as the original inhabitants of the land which our school occupies.

Develop a framework for a Stage 3 music program that utilises the school's technology resources.

<p>During this year we have strengthened our ties with the Bahtahba Local Aboriginal Land Council, whom we have engaged to work with us in promoting indigenous perspectives throughout our curriculum. It is hoped that we will continue to build on this relationship in 2017, and that St Patrick's will be recognised as a school that values the contributions that the original inhabitants of this area have made.</p> <p>Raising our school's profile within and beyond our local community has been a focus in 2016. We ran a stall at a local community event – "Swanfest"- where we spoke with passers-by about our school and gave away balloons, brochures and information packs. We also engaged a graphic designer to give our school brochure a more professional look, and we had the brochure professionally printed. We are constantly seeking ways of promoting our school through social media, through the Diocesan website, and through engaging with community events such as the Newcastle Ukelele ("Newkulele") Festival.</p>	<p>Develop the school executive team through participation in Executive Development Training (Michael Thornber and Associates).</p> <p>Encourage members of the executive team to seek opportunities that will enhance their personal wellbeing, e.g. retreats.</p> <p>Prepare teachers to meet BOSTES accreditation requirements by providing information sessions and other professional learning activities.</p> <p>Support and implement the pre-enrolment process with a focus on ensuring that the school is ready to cater for the spiritual, academic, social and emotional needs of its incoming Kindergarten students.</p> <p>Continue to use the "Continuum Of School Improvement" (COSI) process as a means of ensuring compliance with Catholic identity validation, curriculum validation and non-curriculum validation.</p> <p>Embrace and support the MNConnect project to build a quality digital learning environment.</p>
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## Academic Achievements

Our school had 47 entries in the International Competitions and Assessments for Schools (ICAS). Our results were very pleasing. Of those 47 entries we scored one High Distinction, five Distinctions, 13 Credits and two Merits.

The students of Years 5 and 6 competed in the Newcastle Permanent Primary Mathematics Competition. Seven students who were placed in the top 15% throughout the Newcastle, Hunter and Central Coast schools earned a Certificate of Distinction. Fifteen students who were placed in the next 30% earned a Certificate of Merit.

77 students participated in the NSW Premier's Reading Challenge. This represents 61% of our student population.

One of our students came third in the Year Five Catholic schools regional public speaking competition. We also entered a team in the Year Six Catholic schools regional debating competition.

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

We ran our annual St Patrick's Day art competition, and the winning entries were framed and displayed in the school foyer.

With a specialist music teacher working one day per week, the performing arts have been well promoted throughout 2016. A group of seven students performed at the Newcastle Ukelele ("Newkulele") Festival in October as well as a number of other school functions.

Our end-of-year presentation ceremony allowed our students to showcase their musical talents in both instrumental and choral performances as well as in the visual arts.

The members of our student chess club met 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 in Swansea and Caves Beach.

The members of our student gardening club grew a broad variety of fruits and vegetables which were used for a variety of purposes.

St Patrick's set up a stall at *Swanfest*, Swansea's annual food, wine and music event on the foreshore of Swansea Channel. Many passers-by stopped at our marquee to find out more about St Patrick's and to take away a showbag and other goodies.

## Sporting achievements

*Cross country:* Our school cross country was again a success. We sent 24 students to the diocesan cross country.

*Athletics:* We had an enjoyable school athletics carnival. Thirty-five of our students progressed to the regional carnival, five to the diocesan carnival. Two students represented Polding at the NSWPSA championships.

*Netball:* Most of our students in Years 3 to 6 competed in the Maitland-Newcastle Catholic Schools netball gala 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 three teams in the Catholic regional schools soccer gala day.

*2015 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 one team in the Paul Harragon Cup.

## Student Achievements

### Performance in National Testing

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students 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 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	60.87%	49.40%	4.35%	13.30%
	Writing	60.87%	48.80%	4.35%	8.10%
	Spelling	39.13%	46.40%	4.35%	14.20%
	Grammar	30.43%	52.50%	0.00%	11.40%
	Numeracy	26.09%	35.60%	8.70%	15.20%

NAPLAN RESULTS 2016		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	23.81%	35.30%	14.29%	17.30%
	Writing	9.52%	17.20%	19.05%	19.90%
	Spelling	23.81%	29.80%	23.81%	19.00%
	Grammar	28.57%	36.30%	14.29%	16.80%
	Numeracy	28.57%	28.30%	23.81%	18.30%

## 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).	13
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

100% (10 teachers out of 12) of the 2015 teaching staff were retained in 2016. One teacher retired and another teacher was offered a permanent position at another school.

### Professional Learning Undertaken

Professional Practice and Development (PP&D) has driven much of the professional learning agenda throughout 2016. PP&D funding has been used to enable teachers to pursue professional development opportunities that align with their professional goals as described in their PP&D action plans. Professional learning undertaken by teachers in 2016 has been largely around writing, spelling, mathematics and behaviour management.

The teaching staff sets aside one hour per week and three staff development days for professional development. The nature of this professional learning is determined by the priorities in our School Annual Improvement Plan. In 2016, our professional learning was based largely on use of data, the new History and Geography syllabus documents, spelling, writing, contemporary understandings about early learning, and building social and emotional competence through the "You Can Do It" program.

All staff members successfully completed an online course in Child Protection (five modules) component and Discrimination, Harassment and Bullying (three modules).

Release from teaching was also provided for one teacher who was invited to develop Stage One units of work for the new History syllabus.

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. As we look toward the 2017 school year, we are expecting to experience a surge in enrolments from 127 students at the end of 2016 to 149 students at the beginning of 2017, an increase of 17%. A number of parents who have enrolled their children at St Patrick's during the year were referred to the school by parents of existing students. The school's social events and fundraising events were well supported throughout the year, as is indicated by the number of people attending events. 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.

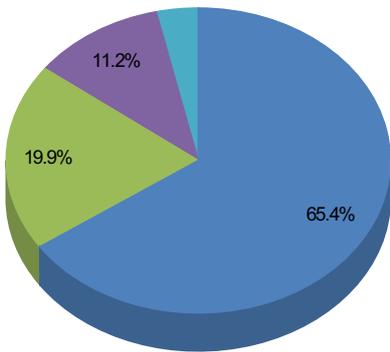
### Student Satisfaction

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 somewhat transient, very few students leave St Patrick's because of dissatisfaction with the school.

### Staff Satisfaction

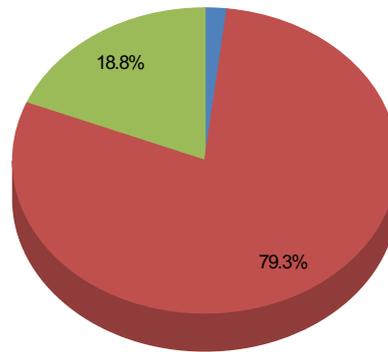
The low turnover of staff in recent years would seem to point to a generally high level of satisfaction with their jobs. The staff members speak positively about their work, about the students and their families, about their colleagues, about the leadership of the school and about the opportunities that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

Income



- Commonwealth Recurrent Grants (65.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.9%)
- Fees and Private Income (11.2%)
- Other Capital Income (3.5%)

Expenditure



- Capital Expenditure (1.9%)
- Salaries and Related Expenses (79.3%)
- Non-Salary Expenses (18.8%)

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 2016 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,180,190
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$358,619
Fees and Private Income <sup>4</sup>	\$201,614
Other Capital Income <sup>5</sup>	\$63,457
<b>Total Income</b>	<b>\$1,841,864</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$32,480
Salaries and Related Expenses <sup>7</sup>	\$1,390,748
Non-Salary Expenses <sup>8</sup>	\$330,592
<b>Total Expenditure</b>	<b>\$1,753,820</b>

For the 2016 year the St Patrick's Primary School received \$37,984 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 Parents 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 Green Peter**

**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>