

# ANNUAL SCHOOL REPORT

# 2017

SERVICE. LEADERSHIP. JUSTICE.

*Together in Christ*



## St Patrick's Primary School, SWANSEA

PO Box 141, SWANSEA 2281

Principal: Mr Peter Green

Phone: 4971 1560 Fax: 4972 0123

Email: [admin@swansea.catholic.edu.au](mailto:admin@swansea.catholic.edu.au)

[www.swansea.catholic.edu.au](http://www.swansea.catholic.edu.au)

## About the Annual School Report

St Patrick's Primary School is registered by NESAs 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 2017 and gives information about 2018 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

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

For the third and final time as the President of the St Patrick's Parents and Friends Association, I would like to present my annual report. For each of the last three years during which I have held this position I have, to say the least, been totally overwhelmed at how much a small yet dedicated group of parents can pull off so many activities, fundraisers and events that benefit the students of St Patrick's. Of course, they have not only volunteered their precious time, energy and skills, but they have done so with patience, kindness a "can do" attitude, always with the best interest of the school and the students at heart. The friendships that I have shared with the parents, and the laughs that we have had, have made all of our efforts worthwhile. Thank you to everyone who has supported me in this role. Thank you to the beautiful friends that I have made. I will cherish these friendships for many years to come. I have enjoyed working with the parents and staff at St Patrick's who I have made the school a positive, beautiful and enjoyable place for the children to learn. As Winston Churchill said: "We make a living by what we get, but we make a life by what we give."

Jodie McIvor (P&F President)

### Student Body

My final year at St Patrick's has been a great one. I have enjoyed spending time with all of my friends in class and I have had lots of opportunities for which I am very grateful. This year we put on a school musical. It was very enjoyable to learn all of the speaking, acting, singing and dancing parts, and of course performing on the night. Everyone had a great night at the school disco which had a country theme. During Term Four each year we have the opportunity to participate in the school's beach sports program. Thank you to the parents and teachers who organise and volunteer time for this. I have learnt many new things this year, thanks to my class teachers Mr Green and Mr McCarthy. Thank you to all the staff at St Patrick's for making 2017 a great year.

Lucas McIvor (School captain)

## SCHOOL FEATURES

---

### 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 McDonald's 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". In 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, Summerland Point, Gwandalan, Marks Point, Murrays Beach and Windale. As new developments open in Catherine Hill Bay, we are beginning to attract students from there as well. St Patrick's is one of three schools within the Parish of 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

---

### Catholic Imagination and Spirituality

Our school's guiding principle is that of St Mary of the Cross MacKillop: "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. During 2017, many of our families and staff members embraced this maxim by providing weekly meals for one of our school families in need. This was done through the "mealtrain" website which allowed people to register to cook a meal for a family of ten people. The school community also raised \$643.00 to assist one of our families with the expenses associated with many months of medical treatment.

During Term 4, our staff had the opportunity to reflect together on our spiritual journeys. The theme of our day together was broadly based on the notion that we are all pilgrims on a journey towards Jesus, travelling to a destination that is beyond this world. Our pilgrimage took in a journey to some of the "sacred" places in our local area, including Lake Macquarie (where we celebrated Mass on board a boat) and Swansea Heads (where we reflected on the legacy of the Awabakal people and the Sisters of St Joseph).

### Family, Parish and Diocesan evangelising and catechesis

The school community sees itself as very much a part of the broader parish community. Our students are encouraged to participate in the Saturday Vigil Mass on special occasions such as the induction of our parishioners as executive members of the local and regional Conferences of the St Vincent de Paul Society. Through school assemblies and school newsletters, we actively promote our parish-based sacramental programs, and several of our teachers are group leaders for the programs. Throughout 2017, parishioners were active in the school in a number of ways which included participation in our Vinnies Sleepout, coordinating our gardening club, coordinating our chess club, and undertaking a number of handyman tasks within the school. 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

Within our Religious Education program, there is a strong focus on providing the students with opportunities to develop their relationships with God through class-based prayer and liturgy.

Under the leadership of our Mini Vinnies student committee, our school's mission activities included fundraising and food drives for Caritas, Catholic Mission and the St Vincent de Paul Society.

Our school community values its relationship with the elderly residents of Southern Cross Care, both next door at Tenison Apartments and at the Caves Beach residence. Our students pay frequent visits to the residents to talk with them, to perform for them and to show them what they have been doing in class. The relationships that we have nurtured over many years are mutually beneficial – the students enjoy the attention that they receive and our visits give the residents a boost.

In November, our Year Five students participated in a leadership day in preparation for their role as student leaders in 2018. 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.

### 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 25 students who did the test, 15 students earned a Credit, three students earned a Distinction and two students earned a High

Distinction. Our students' results are the outcome of a resolute effort by our teachers over the past three years to raise levels of religious literacy among all of our students.

### 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. Throughout this year we have also refined the framework with the introduction of Minor and Major Behavior Notifications. These notifications ensure that there is follow-up for those students whose behaviour undermines our three core values. The system of consequences also allows the students opportunities to reflect on their behaviour and to determine what steps they might take to change their behaviour.

At our end-of-year presentation ceremony, we presented the prestigious MacKillop award to two students who have applied Mary MacKillop's spirit to their daily work at St Patrick's, and we chose one student from each class to receive a 'Community builder' award. These awards are sponsored by local Members of Parliament and service organisations.

St Patrick's values the legacy of the original custodians of this area. 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 teaching.

## Student Profile

---

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

LBOTE*	SWD*	Indigenous
2	7	11

\*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 2017

Scholastic Year	Number of Students
K	23
Year 1	22
Year 2	17
Year 3	19
Year 4	29
Year 5	21
Year 6	25
Total	156

### Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2017

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
94.1	94.3	94.3	94.4	93.2	91.5	95.5	94.0

## 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

We continued to integrate into our Personal Development & Health scope and sequence the “You Can Do It” program. This program aims to promote social-emotional wellbeing in our students by teaching five “keys” to success: confidence, resilience, organisation, persistence and getting along. We continue to highlight these “keys” with visual displays on the playground and weekly “You Can Do It” assembly awards.

We further developed our *Positive Behaviour for Learning* (PBL) framework with the introduction of “Minor” and “Major” behaviour notifications. These notifications help us to track indiscretions and to facilitate communication with parents in regard to misdemeanours.

We drafted a scope and sequence for the explicit teaching of the values that underpin our PBL framework.

Student welfare continues to be a running agenda item on our weekly staff housekeeping meetings.

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 (2017) which is available on the school website. This policy covers the following areas:

- “You Can Do It”
- Reading intervention programs
- Sporting opportunities
- Special interest groups – Mini Vinnies, gardening, chess
- Kindergarten buddy program
- Social skills programs
- The use of extrinsic rewards
- Sun safety
- Cardiopulmonary resuscitation and first aid
- Disciplinary measures and sanctions
- Staff training

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.

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

### School Improvement Plan

- Collaborate with the St Vincent de Paul Conference to engage Mini Vinnies with social justice initiatives.
- Develop a shared vision for a way of teaching writing as a seven-step process, so that students do not get 'bogged down' with writing a whole piece.
- Develop a school-wide spelling scope and sequence aligned to NSW English Syllabus.
- Complete and implement the scope and sequence for the teaching of Creative Arts.
- Ensure that the school is compliant with NESA and CSO requirements in regard to Science & Technology, Creative Arts and Work Health and Safety.
- Encourage teachers to undertake leadership opportunities and to take ownership of their professional development through the Professional Practice and Development process.
- Embed the "You Can Do It" program for developing social and emotional resilience into the school's Personal Development, Health and Physical Education scope and sequence.
- Align the school's "Positive Behaviour for Learning" framework with the school's Personal Development, Health and Physical Education syllabus.
- Create a physical environment that celebrates the Awabakal people as the original custodians of the land which our school occupies.

### School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>Under the leadership of our Religious Education Coordinator, Nicki Graham, our links with the broader parish community are going from strength to strength. The members of the Swansea Conference of the St Vincent de Paul Society have been a visible presence in our school at occasions such as our Vinnies Winter Sleepout and our appeals for food and clothing. Our Mini Vinnies team feels a strong connection with these parishioners.</p> <p>Our staff continues to be nurtured spiritually through many opportunities for prayer and reflection. Nicki Graham facilitated a staff development day which took us on a pilgrimage to some of the "sacred" places in our local area. This pilgrimage allowed the staff to reflect together on our spiritual journeys – as individuals and as people charged with the responsibility of bringing the person and the message of Jesus Christ to the students entrusted to our care.</p> <p>The teaching staff has developed a shared understanding of what we consider to be best practice in teaching writing. "Seven Steps To Writing Success" has been the springboard for this shared understanding and the catalyst for a great deal of professional sharing and collaboration.</p>	<p>To continue to challenge staff members in their spiritual formation.</p> <p>To develop a renewed focus on curriculum development and pedagogy in the area of Religious Education.</p> <p>To develop a common understanding among the teachers of best practice in teaching spelling, using the scope and sequence that was developed in 2017.</p> <p>To continue to support the implementation of writing groups in each classroom.</p> <p>To develop guidelines for identifying gifted students and for meeting their academic needs.</p>

<p>Teachers continue to take initiatives in the development of curriculum, not only for their own professional development but also as a means of meeting requirements for their NESA accreditation at Proficient level.</p> <p>The “You Can Do It” program continues to promote the social and emotional wellbeing of our students. During this year we rewrote the Personal Development and Health scope and sequence to include explicit teaching of the five “keys” to success: confidence, resilience, organisation, persistence and getting along. With weekly “You Can Do It” awards and more visual displays on the playground, “You Can Do It” has become embedded in the culture of our school.</p> <p>We have refined our “Positive Behaviour For Learning” framework with the introduction of “Minor” and “Major” behavior notifications. These notifications add a layer of consequences for those students whose behaviour compromises our three rules of being safe, being respectful and being responsible.</p>	<p>To incorporate dance and drama into the Creative Arts scope and sequence.</p> <p>To highlight the “appreciation” aspect of the Visual Arts teaching programs.</p> <p>To align the school’s Positive Behaviour for Learning priorities with the school’s scope and sequence in Personal Development and Health.</p> <p>To extend opportunities for students to utilise contemporary technologies as a learning tool by providing devices that will supplement the existing technology resources available to the students.</p> <p>To manage the evolution of the ‘library’ to the ‘learning hub’ where information spaces become active and engaging learning and social spaces.</p> <p>Continue to use the “Continuum Of School Improvement” (COSI) process as a means of ensuring compliance with curriculum and non-curriculum validation.</p>
<p>Our school musical, which was directed by Alina Brymora, was undoubtedly one of our greatest achievements in the area of the performing arts. With a growing number of enrolments, we have moved from our school hall to an auditorium that attracted a large audience to see “A Night On Broadway”. Every one of our 155 students had a role to play in this extravaganza of singing, dancing and drama.</p> <p>We have raised the profile of our school in the broader local community with our ukulele performance group. Under the leadership of Bronwyn Sartori, this group offers a selected group of Year 5/6 students opportunities to perform publicly in front of large audiences. <i>Swanfest</i> and the Central Coast Ukelele Festival were two such opportunities that gave our talented musicians a platform for performing to large audiences.</p> <p>During this year we have continued to collaborate closely with the Bahtabah Local Aboriginal Land Council, whose artworks now stand at the entrance to our school as a symbol of our acknowledgement of the contributions made by the original custodians of the land where our school stands.</p>	<p>To further develop a culture of collaboration by providing more frequent opportunities for teachers to observe their colleague teachers in their classrooms.</p> <p>To foster collegial collaboration by creating two Year 5/6 composite classes that will allow for flexible learning spaces that cater for their academic, social and emotional needs.</p> <p>To provide evidence-based, real-time, competency-driven feedback to teachers on their teaching.</p> <p>To develop structures that enable teachers to set professional goals that will enable them to maintain their accreditation with NESA.</p> <p>To develop an indigenous focus in the school’s sacred space.</p> <p>To organise inservicing of the staff in the use of MN Connect as an administrative and educational management tool.</p> <p>To promote educational opportunities for parents to assist them in their roles as parents.</p>

## Academic Achievements

Our school had 62 entries in the International Competitions and Assessments for Schools (ICAS). Our results were very pleasing. Of those 47 entries we scored three Distinctions, 19 Credits and five Merits.

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

Eighty-three students participated in the NSW Premier's Reading Challenge. This represents 54% of our student population. Twelve students were awarded the NSW Premier's Reading Challenge Gold award for having successfully completed the Challenge four times, and two students received their Platinum award (seven successive completions of the NSW Premier's Reading Challenge).

Six of our students competed in the Catholic schools regional public speaking competition in September. In spite of our strong performances, we did not earn any places in the diocesan public speaking competition.

Our Year Six students competed strongly in the University of Newcastle Science and Engineering Challenge at St Mary's Catholic College, Gateshead. The challenges required the students to develop their problem solving skills by "thinking outside the box", the key to success being the capacity to work effectively as a team.

## Cultural achievements

We staged our school musical - "A Night On Broadway" – in front of an audience of over 500 people.

All students in Years 5 and 6 learn to play the ukulele. This year we auditioned students for our ukulele performance group which performed at a number of functions, including the Central Coast Ukelele Festival, *Swanfest* and our Kindergarten orientation morning.

*The Music Bus* is an optional weekly music program which offers our students modern and rock-style courses in keyboard, drums, guitar, singing, ukulele and rock band. Our school rock band - "The Papernotes" – competed at *Band Slam 2017*, and won their section.

Our weekly chess club at school was well attended by both beginning and experienced chess players. We entered two teams in the NSW Junior Chess League competition – a "Rookies" (beginners') team and a "Knights" (experienced) team. Our Knights team reached the finals of the competition, but were unable to compete, due to a clash with the Year 5/6 school camp.

Our school won the "Waste" category in the Lake Macquarie Schools Environment Awards 2017.

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

## Sporting achievements

*Swimming:* Thirty-one students represented our school at the regional swimming carnival and six at the Diocesan swimming carnival.

*Athletics:* Forty-six of our students progressed to the regional athletics carnival, seven to the diocesan carnival, and two to the Polding athletics trials.

*Cross country:* We sent 24 students to the diocesan cross country. Three students progressed to the Polding cross country trials, and one student represented Polding at the NSW PSSA Cross Country Carnival.

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

*Soccer:* We entered three teams in the Catholic regional schools soccer gala day.

*Rugby League:* Two students represented the Lakes Region. One student represented the diocese at the Polding Rugby League carnival.

*Australian Football:* One student represented the Diocese at the Polding Australian Football trials. We entered two teams in the Paul Kelly Cup.

*Hockey:* Three students represented the Diocese at the Polding hockey trials.

*Tennis:* Two students were selected to attend the Polding tennis trials to be held in 2018.

*Gymnastics:* All students undertook a gymnastics program during Term 1.

## 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 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	76.47%	73.90%	11.76%	10.00%
	Writing	77.78%	74.40%	0.00%	7.50%
	Spelling	50.00%	68.80%	0.00%	13.10%
	Grammar	100.00%	75.00%	0.00%	10.50%
	Numeracy	82.35%	67.10%	0.00%	11.40%

NAPLAN RESULTS 2017		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	85.71%	63.00%	4.76%	14.60%
	Writing	36.36%	47.90%	13.64%	19.40%
	Spelling	72.73%	63.00%	22.73%	14.10%
	Grammar	54.55%	59.90%	13.64%	17.50%
	Numeracy	50.00%	57.60%	9.09%	14.60%

## 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).	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	12
Total non-teaching staff	6
Grand total	18

Percentage of teachers who are indigenous	8.3
---	-----

### Teacher Attendance

96%

### Teacher Retention

100% (11 teachers out of 13) of the 2016 teaching staff were retained in 2017. One teacher took temporary leave and another temporary teacher accepted a permanent position at another school.

### Professional Learning Undertaken

Professional Practice and Development (PP&D) has driven much of the professional learning agenda throughout 2017. 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 2017 has been largely around writing, spelling, creative arts 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 2017, our professional learning was based largely on spelling, writing, contemporary understandings about early learning, building social and emotional competence in students, and Positive Behaviour For Learning.

Our Religious Education Coordinator, Nicki Graham, participated in two pilgrimages during the year – one to Victoria and South Australia where she journeyed to many of the places that were significant in the life of St Mary of the Cross MacKillop – and one to the Holy Land where she visited many of the places that we read about in the Christian Scriptures. Clearly, Nicki has been enriched by these experiences, and she has

returned from these pilgrimages with a keen desire to bring to life the stories and traditions of our Catholic faith.

Two teachers are currently undertaking studies in Masters Degrees.

## 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

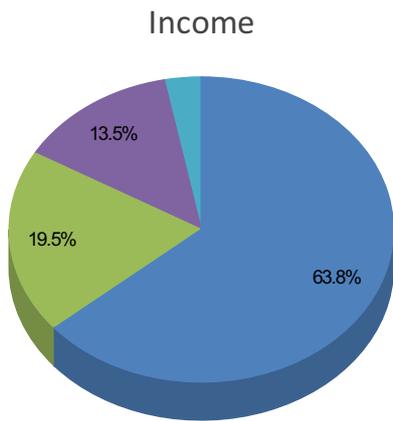
Verbal and written feedback indicates that, in general, the parents are happy with the opportunities that their children are given at St Patrick's – academically, spiritually and socially. From the August census of 2016 to the August census of 2017 we experienced a surge in enrolments from 127 students to 156 students, an increase of 23%. A number of parents who have enrolled their children at St Patrick's during this year were referred to the school by parents of existing students. Our Parents and Friends Association has many active members, with all executive positions being filled for the 2018 school year. 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

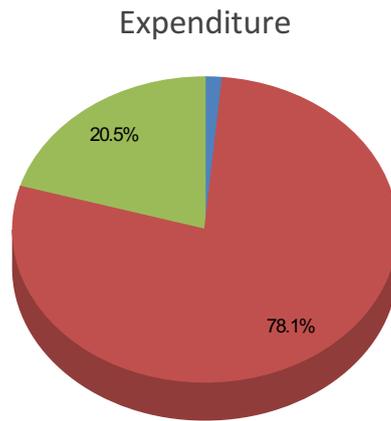
Anecdotal evidence appears to support the view that the students are happy and engaged at school. The students speak very positively about their learning, about the staff, about the physical environment, and about the opportunities that they are given. The students seek to contribute to the effective 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.



- Commonwealth Recurrent Grants (63.8%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.5%)
- Fees and Private Income (13.5%)
- Other Capital Income (3.1%)



- Capital Expenditure (1.5%)
- Salaries and Related Expenses (78.1%)
- 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 2017 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants <sup>1</sup>	\$1,308,666
Government Capital Grants <sup>2</sup>	\$0
State Recurrent Grants <sup>3</sup>	\$400,570
Fees and Private Income <sup>4</sup>	\$277,701
Other Capital Income <sup>5</sup>	\$63,467
<b>Total Income</b>	<b>\$2,076,840</b>

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure <sup>6</sup>	\$28,533
Salaries and Related Expenses <sup>7</sup>	\$1,517,812
Non-Salary Expenses <sup>8</sup>	\$397,612
<b>Total Expenditure</b>	<b>\$1,943,957</b>

For the 2017 year the St Patrick's Primary School received \$26,436 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, NESA, 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:

**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>