



2018

ANNUAL SCHOOL REPORT

SERVICE. LEADERSHIP. JUSTICE

Together in Christ



www.mn.catholic.edu.au



St Patrick's Primary School, SWANSEA

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About the Annual School Report

St Patrick's Primary School is registered by NESA 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 and to develop to their potential within a Catholic community. 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 is a small group of people who volunteer their time and expertise to benefit the students of St Patrick's. 2018 was another great year for the Parents and Friends Association. Among other initiatives, we held a trivia night, a disco, stalls for Mothers' Day and Fathers' Day, all of which would not be possible without the assistance from generous volunteers. The uniform shop and the canteen (which are like running a small business) have introduced online ordering and, along with other endeavours, have enabled the P&F to fund new projects and initiatives that will be rolled out early in 2019. Our teachers are supported by regular volunteers assisting in the classrooms, and many of our classroom programs would not run without their generous support.

Thank you to Mr Green and the staff for their support throughout the year, which has included facilitating surveys, assisting with online ordering, attending monthly P&F meetings, and attending social functions and fundraisers such as the disco and the trivia night. A special mention to Brenda English who leaves St Patrick's this year after a long association with the school. Brenda has been central to the successful operations of the P&F. While her official title is treasurer, she has also provided assistance to the canteen, the uniform shop and almost every other facet of the P&F's operations. Brenda will be very much missed around St Patrick's.

Ben Moldrich (P&F President)

Student Body

What a great year 2018 has been! Our last year at St Patrick's could not have been a better one. The Years 5 and 6 classes combined to make two classes, Year 5/6D and Year 5/6M. In the beginning, we were disappointed to be separated from some of our friends, but we came to know the Year 5 students better and we have made lots of new friends. Our highlights of 2018 include:

- The opportunity to represent our school at Masses and liturgies, both at the Sacred Heart Cathedral and at our church at St Patrick's.
- The opportunity to represent our school at the ANZAC Day ceremony and the Remembrance Day service.
- Our three-day trip to Canberra and our Year 6 "Big Day Out".
- Our school disco, which was a Hawaiian theme. Everyone had great costumes, even the teachers!
- The netball and football gala days, where everyone had an amazing time and participated with great sportsmanship.

We have thoroughly enjoyed the responsibilities of being the school captains. Thank you to our wonderful teachers who helped us to be the best people we can be. We are also thankful to our fellow students for making 2018 such a good year.

Halle Johnson and Tom Davies (School Captains)

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 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". 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, Catherine Hill Bay, 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

Catholic Imagination and Spirituality

Late in Term 1, the staff had the opportunity to spend two days together to reflect on our mission as Catholic educators in a school that was founded by the Sisters of St Joseph. We identified those characteristics of Joseph that made him a key person in the early life of Jesus, and we reflected on the life stories of Mary MacKillop and Fr Julian Tenison Woods. We were challenged to find parallels between the Mary/Joseph story and the Mary/Julian story, and to consider how we, as teachers and support staff at St Patrick's, are charged with the responsibility to provide an educational experience that is grounded in the history and traditions of the Sisters of St Joseph. The opportunities to share our faith with our colleagues was a most enriching and powerful experience.

Our outdoor sacred space, which highlights our Josephite heritage, continues to be very much a focal point of our school. In 2018 we added to the tapestry of names in the paved area to remind us of the many past and present families and staff members who have left us such a rich legacy.

The Feast of St Patrick and the Feast of St Mary of the Cross MacKillop continue to occupy important places on our school calendar.

Family, Parish and Diocesan evangelising and catechesis

In February we marked 50 years of service to our local area by the St Vincent de Paul Society. We celebrated this milestone at a Saturday Vigil Mass and dinner afterwards. This celebration provided an ideal opportunity to acknowledge and thank the St Vincent de Paul Society for the support that it has given to our school's Mini Vinnies group in raising awareness of where we can address injustice and where we can support those who need a helping hand. The evening was also a fitting occasion to acknowledge 58 years of service to the St Vincent de Paul Society by one of our parishioners. Our school actively promotes our parish-based sacramental programs, and several of our teachers are group leaders for the programs. Parishioners were active in the school in a number of ways, including our Vinnies Sleepout, coordinating our gardening club and our chess club, and undertaking handyman tasks within the school. The school also acknowledged and celebrated the part it plays in the broader Diocesan Catholic community through its involvement in the launch of the Diocesan Caritas Lenten appeal, the Catholic Schools Week Mass, the Mission Week 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, SIMS Cambodia and the St Vincent de Paul Society.

Our school community values its relationship with the elderly residents of our neighbours at Tenison Apartments. 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 2019. 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 our belief that Religion is a key

learning area with academic rigour.

In June, our Year Six students undertook the Archdiocese of Sydney Year Six Religious Education test. This test measures the knowledge, understanding and skills in Religious Education that the students have acquired throughout their primary schooling. Of the 23 students who did the test, four students earned a Distinction and 11 students earned a Credit. Our students' results are the outcome of a resolute effort by our teachers over the past four years to raise levels of religious literacy among our students. Our Religious Education syllabus has a strong focus on building the students' knowledge and understanding of the Catholic faith, and our Religious Education Coordinator uses many opportunities to promote religious knowledge and understanding as a critical precursor to developing a well-informed and critical faith.

Initiatives Promoting Respect and Responsibility

At St Patrick's we value the contributions of the thousands of people who have been part of our school's history. Sadly, one of those key people, Margaret Christensen, died just before Christmas 2017. Margaret had served as our school secretary from 1983 to 2012. In May we dedicated our school library to Margaret, and we named it in her honour. The Christensen family used the occasion to donate a beautiful stone bench which has been added to our school's sacred space. The bench incorporates a plaque that bears Margaret's name and her years of service at St Patrick's. It is our resolve to teach our students the importance of gratitude and respect for those dedicated people, such as Margaret, on whose shoulders we stand.

In 2018 we reviewed our school's Positive Behaviour for Learning (PBL) framework to focus more explicitly on safe, respectful and responsible behaviours. To this end we created:

- A PBL scope and sequence that ensures consistency in regard to students' behaviour expectations.
- A set of lessons that teachers use to address the PBL focus for each week of the year.
- Visual prompts that are displayed on the playground and in a big book that is available in each classroom.

Student Profile

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

LBOTE*	SWD*	Indigenous
17	6	10

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

Enrolling at a Catholic School

Enrolment Policy and Enrolment information

Parents considering a Catholic school for their children are invited to complete the Enrolment Application form. Please contact your primary school of interest or designated secondary school (see Enrolment Boundaries for Secondary Schools on the website at <https://www.mn.catholic.edu.au/enrolment>) to enquire about enrolment procedures.

Please be advised that if schools have reached their full capacity for enrolments they may have to place children on a waiting list.

Completed applications are considered carefully and parent/carers will be informed as quickly as possible regarding acceptance. Finalisation of school fee payments in previous diocesan schools is a condition of enrolment in another diocesan school.

Catholic schools offer a unique educational experience which forms the child as a person of integrity, compassion, faith and wisdom. Catholic schools also work closely with their local parish to enhance in students a capacity to make sense of their world, to make judgements and to recognise the uniqueness of others within a faith community. Above all, they offer a comprehensive religious education program. Catholic schools don't just teach religious studies, they seek to develop spirit, mind, body and character and cultivate Gospel values that support lives filled with joy, endeavour and hope in the future.

To contact your local Catholic school, please visit <https://www.mn.catholic.edu.au/schools/view-full-school-list/>

Enrolment Policy and Procedure in Brief

To view the Enrolment Policy and procedures in full please visit

<https://www.mn.catholic.edu.au/media/48207/enrolment-policy-2018.pdf>

<https://www.mn.catholic.edu.au/media/48208/enrolment-procedure-2018.pdf>

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2018. Additional information can be found on My School website.

Actual Enrolments 2018

Scholastic Year	Number of Students
K	23
Year 1	21
Year 2	21
Year 3	19
Year 4	17
Year 5	27
Year 6	24
Total	152

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2018

K	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	School Average
95.2	95.1	95.1	95.7	93.6	94.0	92.1	94.3

Managing Student Non-attendance

In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the NSW Education Act (1990) to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. The new Compass platform enables all stakeholders, inclusive of parents to directly account for and monitor the Attendance of students online.

In doing so, the School, in partnership with parents, under the leadership of the principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging, maintains accurate records of student attendance implements policies and procedures to monitor student attendance and to address nonattendance issues as and when they arise
- communicates to parents and students, the School's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non-attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non-attendance of a chronic nature, or reasons for non-attendance that cause concern. Matters of concern are referred to the Principal, the CSO and the relevant Department of Education officers where appropriate. Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the School in collaboration with parents, provides resources to contribute to the student's continuum of learning where possible.

The CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's Continuum of School Improvement (COSI) processes. The School's attendance monitoring procedures are based on the [Guidelines for the Management of Student Attendance 2017](#).

Pastoral Care and Wellbeing

Student Welfare Policy

1. 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.
2. The renewal of our Positive Behaviour for Learning (PBL) framework has made our school and classroom rules more explicit for the students. There has been a marked decrease in undesirable behaviour, specifically bullying behaviour.
3. Student welfare continues to be a running agenda item on our weekly staff housekeeping meetings.
4. 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

1. Nurture the spirituality of the staff by engaging them in the organisation of a staff retreat and by encouraging their active participation in communal prayer.
2. Review the ways in which we teach reading in Kindergarten, Year 1 and Year 2, with a focus on phonics, phonemic awareness, sound/symbol relationships, alphabet sequencing, syllabification, orthography, vocabulary, fluency, comprehension and sight word teaching.
3. Develop a school-wide approach with common spelling 'language' among staff, and the teaching of common spelling strategies for spelling unknown words.
4. Continue to implement "Seven Steps" writing from Kindergarten to Year 6.
5. Create two Year 5/6 composite classes which allow for flexible grouping of students according to their academic, social and emotional needs.
6. Continue to develop the school library as a "learning hub" where information spaces become active and engaging learning and social spaces.
7. Explicitly teach the five pillars of 'You Can Do It' as per the school's Personal Development and Health scope and sequence.
8. Align the school's Positive Behaviour for Learning priorities with the its scope and sequence in Personal Development and Health.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
<p>1. The members of the parish 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. Our parish/school celebration of 50 years of service by the St Vincent de Paul Society to our local community highlighted the bond between our students and many of our adult parishioners.</p> <p>2. Our staff continues to be nurtured spiritually through many opportunities for prayer and reflection. Under the leadership of Nicki Graham (Religious Education Coordinator), Sr Louise Gannon rsj and Rose McAllister (Religious Studies Coordinator, San Clemente Mayfield), we reflected on our mission as educators in a Catholic school, specifically a Catholic school in the Josephite tradition.</p> <p>3. Our Year 4 teacher, Cheryl Ogden, undertook a 19-day pilgrimage to Ireland, following in the steps of Catherine McAuley who founded the Order of the Sisters of Mercy. Cheryl's reflections on her experience have led to thought-provoking exchanges among the staff and have enriched us spiritually.</p>	<p>1. Continue to promote religious literacy in the school by:</p> <ul style="list-style-type: none"> ■ Using data from Year 6 Religious Literacy tests to determine areas for development in regard to religious literacy. ■ Ensuring that religious literacy features strongly in the teaching of units of work in Religious Education. ■ Seeking opportunities to develop religious literacy at a whole school level, e.g. quizzes. <p>2. Ensure that all staff are appropriately qualified to work, teach and lead in a Catholic school, as per Diocesan requirements.</p>

<p>1. There has been a renewed focus on developing the capacity of teachers to deliver Religion lessons which develop the religious literacy of our students and which aim to enrich them spiritually.</p> <p>2. We have developed a shared understanding among the Kindergarten, Year 1 and Year 2 teachers of the ways in which we teach reading.</p> <p>3. The whole staff has implemented a school-wide approach to the teaching of spelling, with teachers using common language and strategies in the teaching of spelling.</p> <p>4. We are developing a school-wide approach to the needs of early learners. Teachers understand the vital role of play in early learning, and we are investing considerable resources into both training of teachers and in the purchase of resources for both the classrooms and the playground. Stage 1 of our outdoor play area for the younger students will be completed in February 2019. Our relationships with our feeder preschools continue to strengthen.</p> <p>5. Our ukulele performance group performed at the Central Coast Ukelele Festival and the Newcastle Ukelele Festival.</p>	<p>1. Use student data to inform teaching practices and to improve student performance, by developing the capacity to use student data from NAPLAN, SENA, PAT and Lexia.</p> <p>2. Utilise Professional Learning Teams (PLTs) more effectively as a means of building a collaborative culture for professional learning.</p> <p>3. Broaden leadership opportunities by raising the profile of the lead teacher and including the lead teacher on the school executive team as a key driver of the school's educational agenda.</p>
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<p>1. We introduced coding and robotics into our syllabus as we prepare for the mandatory teaching of the Digital Technologies strand of the Science and Technology syllabus in 2019.</p> <p>2. We laid the groundwork for the introduction of a “Bring Your Own Device” program in Years 5 and 6 in 2019.</p> <p>3. The library continues to evolve into a learning hub in which spaces are used in a variety of ways for independent learning, collaborative learning and meeting.</p> <p>4. The creation of flexible learning spaces has enabled the Years 5 and 6 students to develop greater independence as learners and has promoted a higher reported degree of ownership over their learning.</p> <p>5. Our Positive Behaviour for Learning (PBL) framework has become embedded in the school’s practices and has led to a marked decrease in undesirable behaviour, specifically bullying behaviour.</p> <p>6. We have continued to seek opportunities to raise our public profile within our local community through performances at the Central Coast Ukelele Festival and the Newcastle Ukelele Festival, our frequent visits to an aged care facility, our participation in the local ANZAC Day and Remembrance Day services, and the launch of our Facebook page.</p>	<p>1. Facilitate maintenance of teachers’ NESA accreditation by planning professional development meetings which address NESA accreditation.</p> <p>2. Enable equitable access to technology so that all students have opportunities to develop ICLT capabilities and to engage with the Digital Technologies strand of the Science and technology syllabus, by:</p> <ul style="list-style-type: none"> ■ Updating technology to ensure optimum performance of hardware. ■ Managing the Stage 3 BYOD program so that the “Guiding Principles” of the BYOD policy are followed by students, staff and parents/carers.
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Academic Achievements

1. Our school had 98 entries in the International Competitions and Assessments for Schools (ICAS). Our results were very pleasing. Of those 75 entries we scored one High Distinction, three Distinctions, 19 Credit awards and nine Merit awards.
2. The students of Years 5 and 6 competed in the Newcastle Permanent Primary Mathematics Competition. Six students who were placed in the top 15% throughout the Newcastle, Hunter and Central Coast schools each earned a Certificate of Distinction. Thirteen students who were placed in the next 30% each earned a Certificate of Merit.
3. Eighty-five students participated in the NSW Premier’s Reading Challenge. This represents 56% of our student population. Twelve students were awarded the NSW Premier’s Reading Challenge Gold award for having successfully completed the Challenge four times.
4. 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 finals.
5. 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

1. All students in Years 5 and 6 learn to play the ukulele. A selected group of students who form our ukulele performance group performed at a number of functions, including the Central Coast Ukelele

Festival, the Newcastle Ukelele ('Newkulele') Festival, the Kindergarten orientation morning, the end-of-year awards ceremony, as well as a number of school assemblies..

2. 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 and competed strongly.

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

Sporting achievements

1. *Swimming*: Thirty-seven students represented our school at the regional swimming carnival and three at the diocesan swimming carnival.

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

3. *Cross country*: Twenty-four students represented our school at the diocesan cross country. Two students progressed to the Polding cross country trials.

4. *Rugby League*: One student was selected to represent the Lakes region in Rugby League.

5. *Hockey*: One student represented the Lakes region at the Polding hockey trials and was selected to represent Polding at the NSWPSA State Carnival.

6. *Tennis*: Four students were selected to attend the Diocesan tennis trials. Two students were selected to attend the Polding tennis trials, and one of those students represented Polding at the NSWPSA State Carnival.

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

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

9. *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 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Reading	77.80%	75.70%	16.70%	8.70%
	Writing	70.60%	71.70%	5.90%	10.00%
	Spelling	70.60%	69.60%	11.80%	12.50%
	Grammar	82.40%	73.10%	5.90%	11.30%
	Numeracy	83.30%	66.80%	0.00%	0.00%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	72.00%	65.50%	16.00%	12.80%
	Writing	24.00%	43.70%	24.00%	23.40%
	Spelling	60.00%	63.90%	4.00%	13.50%
	Grammar	72.00%	64.40%	16.00%	14.30%
	Numeracy	52.00%	57.50%	4.00%	14.10%

Staffing Profile

Teacher Accreditation Status

All teachers employed to teach NSW curriculum in the school are accredited to teach with NESA

Throughout the year teachers have participated in a variety of professional learning including school based, system based and external professional development courses and a school based professional practice and development process.

Qualifications and Experience	Number of Staff
I. Teachers at Graduate/Proficient.	12
II. Teachers at Highly Accomplished/Lead	0

Workforce Composition

Number of Staff	
Total teaching staff	12
Total non-teaching staff	6
Grand total	18
Percentage of teachers who are indigenous	2

Teacher Attendance

97%

Teacher Retention

100%. All of the teaching staff were retained in 2018. During the year, one teacher took maternity leave until the end of the year, and another teacher took long service leave until the end of the year.

Professional Learning Undertaken

1. Sarah Barnes facilitated a full day course with the staff on the teaching of spelling. Concepts covered throughout the day included phonology, syllabification, sight word teaching, sound/ symbol relationships and alphabet sequencing.
2. The teachers attended the "Wellbeing for Successful Learning Conference at the University of Newcastle. The theme reflected the increasing research into and understanding about the impact that wellbeing has on academic success, and the critical role that schools play in providing supportive environments for students and teachers.
3. Most staff members completed an online training course called "Speech, Language and Communication Needs", which involved 12 hours of face-to-face and online instruction and online assignment submissions. This course equipped us to develop a knowledge and understanding of speech, language and communications needs and their impact on learning, and it has given us the confidence to identify and respond to the individual learning needs of students with speech, language and communication needs by implementing a range of appropriate adjustments. The course has also assisted us to understand the importance of a whole school approach to supporting these students.
4. Professional Practice and Development (PP&D) has driven much of the professional learning agenda throughout 2018. PP&D funding has been used to enable teachers to pursue professional development opportunities that align with their professional goals. Professional learning undertaken by teachers in 2018

has been largely around writing, spelling, creative arts and behaviour management.

5. 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 2018, our professional learning was based largely on reading, spelling, writing, Science & Technology, programming, Positive Behaviour For Learning, coding and use of data.

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

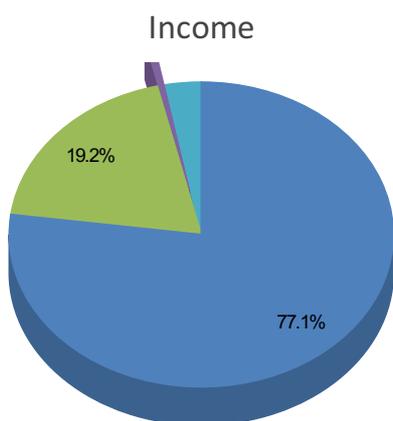
Verbal and written feedback indicates that, in general, the parents are happy with the opportunities that their children are given at St Patrick's – academically, spiritually and socially. Word-of-mouth from existing parents and carers is our most effective promotional tool, and during the 2018 enrolment period we experienced a sharp increase in the number of children seeking enrolment in Kindergarten in 2019. In order to accommodate these families, we have been allocated an extra Kindergarten class for 2019. 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

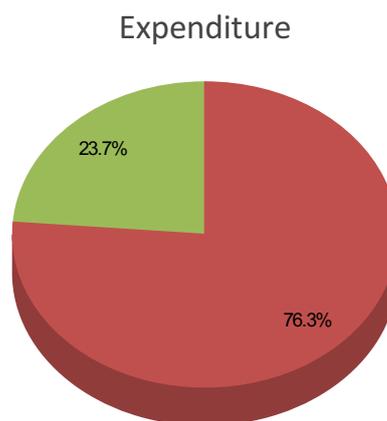
Anecdotal evidence appears to support the view that the students are happy and engaged at school. The students speak very positively about their learning, about the staff, about the physical environment, and about the opportunities that they are given. The students seek to contribute to the effective 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 (77.1%)
- Government Capital Grants (0%)
- State Recurrent Grants (19.2%)
- Fees and Private Income (0.7%)
- Other Capital Income (3%)



- Capital Expenditure (0%)
- Salaries and Related Expenses (76.3%)
- Non-Salary Expenses (23.7%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2018 year is detailed below:

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants ¹	\$1,618,363
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$403,455
Fees and Private Income ⁴	\$13,709
Other Capital Income ⁵	\$63,481
Total Income	\$2,123,672

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$171
Salaries and Related Expenses ⁷	\$1,571,014
Non-Salary Expenses ⁸	\$488,574
Total Expenditure	\$2,059,588

For the 2018 year the St Patrick's Primary School received \$24,664 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>