



2018

ANNUAL SCHOOL REPORT

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Together in Christ



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St Patrick's Primary School, CESSNOCK

PO Box 489, CESSNOCK 2325

Principal: Mr Andrew Latham

Phone: 4990 3152 Fax: 4990 3641

Email: admin@cessnock.catholic.edu.au

www.cessnock.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

What a great year we have had at St Patrick's! As always it has been an absolute privilege to lead such a wonderful school community. The support of the Parents and Carers has been unwavering, along with the dedication and professionalism of the Staff coupled with the enthusiasm of the students has made for an exceptionally good year. Everyone has worked seamlessly together to achieve great results on many different levels.

As a school we have again been able to provide high quality teaching and learning in an environment and culture that is based on mutual love and respect. Of course we have had our challenges at times like most schools do. However, we believe that with our extensive Well-being Team this year, comprising of Learning Support, School Support Officers, Psychologist, Speech Pathologist and our wonderful Pastoral Team working cohesively with the Staff, Parents and Executive Team we have been able to manage things very effectively this year with outstanding results.

As always the students have experienced a wide range of extra-curricula activities that cannot happen without the dedication of the Staff. Some that come to mind are the Abermain Eisteddfod, Public Speaking & Debating competitions, Year 6 Science & Engineering Day, Children's University Programs, St Patrick's Got Talent, visits from world re-known authors, and finally many various camps and excursions.

Community events also dominated the calendar this year starting with the 'Dedication to the Sisters of St Joseph's Prayerful Place'. This official opening was very significant to our school's history and traditions. Secondly the School Rock and Roll Concert was a heart-warming night enjoyed by all even though God had other plans with the weather. However, we didn't mind the rain as we realised how much the farmers needed it. We also raised a tremendous amount of money for the farmers through our extensive fundraising initiatives. Again thank you to everyone who got behind this project as it was amazing.

The sporting calendar at St Patrick's is always quite full. However this year we actually added some extra events to cater for a wider range of sporting interests. Apart from the usual netball, rugby league, and soccer gala days, the Reg Kelly Shield cricket competition was added. We also accepted an invitation to visit St Phillip's Christian School to partake in some sporting events. It was nice to see the camaraderie and sportsmanship between the two schools with some friendly competition taking place.

Finally our Religious Education calendar was also very full as always with various school and class liturgies and our Sacramental commitments with the children. These events were always well attended and your support in this area is very much appreciated. Your attendance at these special events shows the children that you value our Catholic Faith and what it stands for in our lives.

Parent Body

St Patrick's Parents and Friends Association continues to have an active role within the school community, volunteering and contributing to the school in many ways.

The P&F raise funds during the year through Entertainment Book sales, the Mother's Day and Father's Day stalls, the school canteen, various raffles, the second hand uniform shop and this year's Rock and Roll Showcase. The P&F then uses these funds to purchase additional resources for the benefit of all children.

The canteen operates under a manager and the help of volunteers. The canteen offers a variety of lunch options for the students and staff including the occasional popcorn, pancakes and hot chocolates on those cold days. The canteen is available for parents, grandparents and visitors on our special days such as, Book Week Parade, Grandparents' Day, St. Patrick's Day, Kindergarten Orientation and the School Athletics Carnival. As a special treat the canteen also does international food days and lolly days.

The P&F meet on the fourth Tuesday of every month at 6pm in the staffroom. The P &F provides a forum for those attending to be kept up to date on programs, calendar events and maintenance updates around the school. You are warmly invited to attend - it is a great opportunity for you to participate in school life here at St. Patrick's. There is no doubt we need more and more volunteers around school so if you can help in any way in 2019 please let us know.

Student Body

Throughout 2018 there were so many highlights for the Leadership Team. One that stands out was going to the Leadership Breakfast at Cessnock Performing Arts Centre hosted by the Lord Mayor. We listened to a guest speaker who spoke to all the School Leaders in the Greater Cessnock Area. The speaker was quite inspirational but the best part was talking with leaders from other schools. We were able to see how leadership runs in other schools and share what we do here at St. Patrick's.

Going on an excursion to Aussie Bush Camp was absolutely fantastic! We will have such great memories for the rest of our lives. All the activities were sensational but doing the obstacle course in the mud was a highlight. We must also mention the Giant Swing and the High Ropes as they were very challenging. We thank the teachers for organising and supervising us on the excursion.

What we enjoy most about being in Year 6 is that we are treated as leaders of the school and sometimes we get treated a little differently to the rest of the school which is good. As leaders though, there is a lot of responsibility and the teachers and rest of the school depend a lot on us to organise and run a lot of activities in the school. We believe that we did a good job and we were happy serving the school community in our roles on the Leadership Team.

Throughout the year the Leadership Team were responsible for running School Assemblies, running School Carnivals, overseeing sports equipment, keeping the school yard safe and happy, as well as the many everyday tasks like: flags going up everyday, overseeing canteen lines, helping in the library and collecting mission money everyday. This is just to mention a few things. It really was a privilege to serve the school community in so many different ways.

We can't believe that our time at St. Patrick's has come to an end and we have been proud to be part of such a wonderful Leadership Team in 2018. We all had our designated jobs to do and we think that we did a pretty good job! Best of luck to the new School Leadership Team for 2019!.

SCHOOL FEATURES

History of the school

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

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

St. Patrick's seems to be continually changing!

Location/Drawing Area

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

St. Patrick's Primary School is part of the All Saints Cluster Region comprising 4 High Schools, 10 Primary Schools and 1 Infants School. Our closest Catholic School in our Diocese is Holy Spirit Infants School Abermain and Holy Spirit Primary School Kurri Kurri. Geographically we are a 50 minute drive from the nearest major city which is Newcastle and where our head office, the Catholic Schools Office of the Maitland/Newcastle Diocese is located.

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

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

Catholic Identity and Mission

Catholic Imagination and Spirituality

The Catholic Identity of St. Patrick's Cessnock has its foundations in its long association with the Sisters of St. Joseph commencing in 1887 with the formation of the first Catholic school in the area. The commitment to living the Gospel and the dedication shown by the sisters throughout our long history is still very evident in the Catholic Identity of St Patrick's School and the Parish today. Sadly we no longer have any Sisters of St Joseph's affiliated with the school but their legacy lives on.

During 2018 a Sacred Reflection Garden named "The Prayerful Place" was erected in memory of all the Sisters of St Joseph's who had in some way contributed to the Catholic Identity of St Patrick's over the years. We also had a very moving and special Dedication of our Prayerful Place ceremony with staff from the Bishops' Office in attendance. A special plaque was also erected in honour of the late Sr Mary de Porres who contributed so much to our school.

Our Catholic Identity is visually evident in the artworks, crucifixes and sacred spaces set up in the classrooms. More importantly it is evident in the treatment of each person with respect to their uniqueness and the gifts they share.

Family, Parish and Diocesan evangelising and catechesis

It is always difficult trying to blend Parish and school communities together, especially when many of our parents and students are not actively part of the Parish of St. Joseph's at Cessnock. The school and Parish communities continued to work and celebrate together harmoniously throughout 2018. The school joined the Parish again during 2018 with a special parish St Patrick's Day Mass and the Annual Blessing of the Valley Ceremony in Polkolbin.

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

A highlight this year was hosting our Commencement Liturgy in Catholic School's Week. This was a wonderful occasion as we had many of our school and Parish families present. There was a lovely feel of connectedness between the school and Parish communities.

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

Throughout the year staff and students attended some Diocesan Masses such as Commissioning, Chrism and Catholic Schools Week Masses.

Christian Discipleship

At St. Patrick's we have a responsibility to help the less fortunate in our community. The students were given ample opportunities to help the poor through daily and class contributions to our mission fund. Everyday the students donated to the School Mission Well as well as The Project Compassion Box during Lent. There were also a couple of fundraisers to raise money for various charities. This money was then given to 'Caritas Australia & Catholic Missions'.

A major event during 2018 was The Minnie Vinnie's Day. The Year 5 students organised a variety of stalls and raffles to raise money for the St. Vincent De Paul Society. They raised a significant amount of money in one day. The staff were impressed with the student's efforts as well as their commitment to helping those in need.

St Patrick's was also asked by our local Parish to assist them in a 'Grocery Drive' just before Christmas. The students raised around 20 large baskets of groceries to give out as 'Hampers' to those in need during the Christmas period.

Religious Education and Curriculum

Once again we were very proud of the fact that St. Patrick's students scored the best results across the whole Diocese in the Religious Education Literacy Test. This is a testament to the culture of the school and the attention and priority given to Religious Education across K-6.

Religion lessons were taught five days per week for 30 minutes each day.

In 2018 the Teachers continued to implement the new Religious Education Curriculum across the grades. Staff implemented the 'Making Jesus Real' program which also includes recognising a student who has "shown the Spirit of Jesus" each week. Kindness, Compassion, Forgiveness and Justice all underpin what St. Patrick's School is all about.

All classes except Kindergarten continued to attend a Parish Mass once a term on a Wednesday at St Joseph's. This seemed to work well during 2018 and such exposure regularly to the Sacraments seemed to increase student outcomes and build a better awareness around the aspects of Liturgy and Prayer.

Initiatives Promoting Respect and Responsibility

St. Patrick's students are always encouraged to live the Gospel values through the respect they show to each other and this was supported by the continuation in 2018 of the "Positive Behaviour's Programme" where each child was challenged to follow the school 'Pride Guide' and live the values taught. The school has many visual signs throughout the school environment reminding students to be respectful.

A special Anti- Bullying Programme was also taught in each class regularly to address any issues that may arise.

During 2018 we participated in the Year 5 Leadership in Day at Lochinvar. The programme encouraged students to embrace leadership and to step up to the challenge of being a good, Christian role model. Such a position comes with great responsibility to serve and minister to the rest of the school and wider community.

Our Pastoral Care Worker has taken on many initiatives in 2018 to help the students in the school who have had significant social or behavioural issues. Camps were organised, social workers, guest speakers, extra psychologists were also brought in to help the students who were struggling and required extra pastoral care.

Student Profile

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

LBOTE*	SWD*	Indigenous
25	44	36

*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	62
Year 1	58
Year 2	53
Year 3	48
Year 4	50
Year 5	59
Year 6	55
Total	385

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
90.60	90.70	90.70	92.45	89.40	90.78	89.96	89.90

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

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

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

In 2018, there were NO significant changes to these policies. All Welfare issues were tracked via the use of Compass (schoolwide Database). Parents and Caregivers just need to make a request at the Office to obtain a copy of the pertinent policy.

Discipline Policy

A brief outline of St Patrick's Policies in relation to Discipline for 2018 is as follows:

- At no stage is Corporal Punishment of any form administered in the School.
- At St. Patrick's we believe that the consequences of behaviour should be clear, consistent, relevant and immediate.
- Teachers engage in a dialogue with the student regarding their behaviour and try to implement strategies to help the child in order to avoid a repeat of this type of behaviour.
- Students must be encouraged to take responsibility for their actions by making restitution whenever/wherever appropriate.
- Where possible teachers will administer a consequence that most suits the behaviour.
- Repeated offences by the same students is tracked by Executive and various types of consequences are put in place.
- Professional judgement must be used in determining the consequences.
- Parents are always informed of repeated offences.
- Procedural Fairness Procedures are followed at all times as outlined in the CSO Pastoral Care Policy (2003) in regards to any complaints made regarding disciplinary measures at St. Patrick's.
- There have been significant changes to this Policy during 2018 and a draft Policy will be

presented in 2019.

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

Anti-Bullying Policy

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

St. Patrick's continued during 2018 to be very proactive when it came to Bullying issues. The children were constantly educated through classroom programmes and visual signs erected around the playground and learning environment.

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

The concept of Respect is constantly instilled in the students of St. Patrick's as it is part of the 'Positive Behaviour's Programme'. We believe that if the students have respect for one another and their belongings then the concept of 'Bullying' should not be experienced.

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

A register of any alleged Bullying was kept during 2018 and behaviours were monitored.

There were NO changes made to this Policy in 2018.

Complaints and Grievances

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

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

School Improvement

School Improvement Plan

The School Improvement Plan and Annual Achievement Plans were enthusiastically and methodically implemented during 2018.

Many goals in the area of Quality Learning were achieved quite successfully and overlapped into the Professional Practice and Development areas.

In the areas of Quality Teaching & Learning some of the priorities included:

- Investigating the benefits of the Early Learning Framework & considering contemporary settings to complement these programs
- Providing ongoing, timely professional learning to support the implementation of Professional Learning Communities and Teams and consolidate them during 2019
- Implementing contemporary pedagogy to support excellence in teaching & learning
- Provide extensive support structures to facilitate a whole school approach to pastoral care, behaviour support and wellbeing (will continue to be a priority in 2019)
- To continue to examine the role of the Librarian and the function of the Library, moving towards the idea of a 'Learning Hub' (will continue to be a priority in 2019)
- To evaluate, innovate, enrich and extend student learning in the areas of Mathematics & English.

School Academic Priorities

Key improvements achieved this year	Key improvements for next year
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<p>Investigate the benefits of the Early Learning Framework & considering contemporary settings to complement these programs.</p> <p>During 2018 the concept of the Early Learning Framework was thoroughly explored by the Infants Department.</p> <p>As a result the following goals were achieved:</p> <ul style="list-style-type: none"> ■ Personnel from the CSO visited the school on various occasions to work closely with the K-2 Staff as a whole and in smaller PLTs. ■ K-2 Staff also visited other schools in the Diocese to observe the Early Learning Programs and settings in action. ■ K-2 staff inservice InitiaLit and implementation K 2018 and Year 1 2019 ■ Collaborative conversations were started and acted upon in regard to the philosophy, play, environment & space, transition and linked pedagogy outlined in the Early Learning Framework. ■ Successful application to be a pilot school for Successful Foundations Program - to be implemented in Kindergarten 2019 ■ Discussions began around drafting an Early Learning Policy. ■ Staff purchased resources and started to create a contemporary Early Learning Space ■ Students started using the Early learning Space with great success. 	<p>Consolidation of 2018 priority with some added dimensions:</p> <p>Examine and redesign the role of the school library and the teacher librarians within a contemporary learning context for delivering quality teaching and learning.</p> <ul style="list-style-type: none"> ■ Re-invent the Library space into a modern 'Learning Hub' with outdoor signage to enhance the role of the Library ■ Implement programs that meet the demands of the 21st Century such as intrinsic 'Coding' programs for students and 'Inquiry Based Learning' ■ Consolidate the partnership between St Patrick's and the University of Newcastle through the Library networking ■ Support the core work of the professional teacher Librarians in instructional design & pedagogical fusion. ■ Driving the BYODD Action Plan in 2019 will be a key focus ■ Developing strategic actions where the Librarians are centred on working as strategic operators who articulate a clear learning-centred vision rather than a library centred vision, building learning networks in the school and active environmental scanning to identify key research and trends in technology and education and being proactively responsive to these
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<p>Providing ongoing, timely professional learning to support the implementation of Professional Learning Communities and Teams and consolidate them during 2018.</p> <p>Implementing contemporary pedagogy to support excellence in teaching & learning</p> <ul style="list-style-type: none"> ■ During 2018 funding was made available for Staff to have time for collaborative goal setting at a school, stage and personal level ■ Teachers used the funding for PLCs & PLTs to further develop their peer learning opportunities, take advantage of any external expertise and develop PP&D plans & targets that would strengthen their pedagogy and effectiveness of their learning programs ■ Teachers as a result of such funding worked in teams to also develop common formative, summative and student negotiated assessment tasks with great success especially in the areas of Mathematics & English ■ Teachers were able to have a strong focus on developing an agreed set of standards for consistency of judgements with assessments ready for Reporting purposes ■ Teachers used a range of assessment tasks as evidence to improve the effectiveness of teaching & learning programs and devise new strategies to enhance their pedagogy ■ Embedding ICLT into programs was also achieved 	<p>Consolidation of 2018 priority with some added dimensions :</p> <p>Proactive approach to raising student levels of achievement through identifying and implementing successful strategies for targeted students.</p> <ul style="list-style-type: none"> ■ Class teacher assuming greater responsibility for individual students with special needs via LS meeting and individual work with LST & CSO personnel, esp. those students not funded ■ Target and implement the G&E CSO Policy adapting it to establish a school G&E Policy ■ Clearly outline criteria for targetting G&E students ■ Student progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance (Must, Should, Could) ■ School uses data to identify starting points for improvement and for monitoring progress over time especially in Mathematics. ■ Time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes ■ Analysis of growth patterns in NAPLAN – targeting of students with minimal growth in the top bands <p>Executives regularly work with PLTs to review achievement data and set new targets for students</p>
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<p>The third area was the development of Data Literacy which involved the identification and ongoing monitoring of progress of gifted students. Whilst some outcomes were achieved in this area, other outcomes not met will be targeted in the 2018 SIP Plan. The following actions were achieved:</p> <ul style="list-style-type: none"> ■ Alignment of assessment processes with the curricula which are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning and to monitor learning progress throughout the year and across the school. ■ Teachers trained in providing higher levels of support for G&E students within the classroom and therefore provided greater flexibility and independence for student ■ Teachers used very effective differentiation within their classrooms to meet the needs of the G&E students especially in Mathematics & English. ■ Teachers developed an agreed set of standards for consistency of judgements and constructed joint assessment criteria. ■ Analysis of data took place to identify areas of concern and thus goals were set around these areas. ■ Consultant Psychologists were employed to help with identification of G&E students 	<p>Implement strategies designed to respond to Staff and student welfare (identified or recognised) and to develop support structures that facilitate better outcomes for the overall wellbeing and mental health across the whole school.</p> <ul style="list-style-type: none"> ■ Ensuring Staff have access to EAP counselling and are aware of it. ■ All executive Staff are available and responsive to Staff and student issues and requests for assistance. ■ Regular Staff wellbeing days are scheduled for morale building ■ Appointment of a Wellbeing Coordinator to oversee Staff and student wellbeing. ■ Restructuring of Learning Support with the implementation of new programs and strategies to enable a more effective and efficient Wellbeing Team. ■ Reassess Pastoral Care Policy to include new procedures and structures. ■ Reassess Discipline procedures in light of up-dated Pastoral Care Policy. ■ Investigate further PD for Staff around Trauma & Neglect and Positive Behaviour Management in the school ■ Encourage a strong focus around successful learning, safe & inclusive environments and positive & caring relationships. Strong wellbeing & mental health is pivotal in achieving this!
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Academic Achievements

Again in 2017 Year 6 attended an Inter-School Science & Engineering Competition at Mt View High School run by the University of Newcastle. St. Patrick's entered 2 teams and were lucky enough to take out first prize! This was a wonderful achievement as there were many local schools from both the Public Education sector represented.

At St. Patrick's we value the importance of academic success and encourage students to always try their very best. Many talented students achieved in a variety of areas during 2018.

Year 6 students competed in an Inter-School Debating Competition which was a great experience and the students showed their talent in speaking in a public forum.

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

Stage 3 participated in the Newcastle Permanent Maths Competition with many Credits and Distinctions

being awarded to students, with quite a few students performing at a High Distinction level. Other students participated this year in the various ICAS Tests set by the University. Again St Patrick's students achieved Distinctions and Credits in different academic areas. We encourage our students to challenge themselves and enter these competitions.

Year 6 again were recognised as the best achieving school in the Diocese in the 2018 RE Literacy Test. St Patrick's was rated again above the Maitland-Newcastle Diocese average. This was as always a very proud moment for our school.

Whilst our academic results in many areas are very pleasing we are working really hard as a school to improve our overall NAPLAN results especially our growth from Year 3 to Year 5 results. Through our SIP Plan we hope to implement some new programs and strategies to help this goal come to fruition.

Cultural achievements

St. Patrick's has always prided itself as a cultural oasis, integrating as many cultural characteristics and aspects as possible here within the confines of the school and in the wider community.

St Patrick's entered school choirs in the local 100th Annual Abermain Eistedfodd with St. Patrick's taking out a variety of 1st, 2nd and 3rd places in a range of events. Many of our students also entered in the Public Speaking Competitions at the Abermain Eistedfodd with quite a few winners. It was a great experience for our students to show off their talents.

St Pat's Has Got Talent was a feature at the school during 2018 and was amazing!

As always St. Patrick's children participated with great pride in cultural activities within the community such as Clean-up Australia Day and the Annual Anzac Day March.

St. Patrick's also invited the wider community to the school grounds to participate and celebrate in the bi-Annual Christmas Carols Night as well as a fun filled night of bush dancing. The Bush Band were very impressed with the students talents.

Students also attended 'The Blessing of the Land' ceremony held in the Pokolbin Valley. This was a community event of great significance.

Sporting achievements

The Annual Athletics Carnival was a great success with everything running smoothly on the day with 'Eucalypt's House' being the overall winner. The Annual Swimming Carnival was won by 'Bluebell's House'. In 2018 the Infants Department did not attend the Carnival but instead had there own 'Water-Fun Day' in the school grounds. However some students from Year 2 who turned eight in 2018 did attend.

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

Two Netball Gala Days (Cessnock & Newcastle)

Two Rugby League Days (Cessnock & Newcastle)

One Rugby Union Day (Cessnock)

One Basketball Gala Day (Cessnock)

One Milo Cricket Gala Day (Cessnock)

K-6 students participated every Friday in Term 4 in a Gymnastics Program SISA.

Many students achieved at a Regional level in all sporting fields, however a number of very talented students made it through to Diocesan and Polding Level in the following: Swimming, Athletics, Cross-Country, Soccer, Rugby League, Netball & Basketball.

POLDING LEVEL- Students represented in the following sports; Basketball, Athletics & Rugby League.

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

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	66.00%	75.70%	6.40%	8.70%
	Writing	63.80%	71.70%	12.80%	10.00%
	Spelling	66.00%	69.60%	19.10%	12.50%
	Grammar	66.00%	73.10%	23.40%	11.30%
	Numeracy	78.70%	66.80%	10.60%	11.50%

NAPLAN RESULTS 2018		% of students in the top 3 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Reading	45.80%	65.50%	25.40%	12.80%
	Writing	29.30%	43.70%	25.90%	23.40%
	Spelling	48.30%	63.90%	13.80%	13.50%
	Grammar	67.20%	64.40%	20.70%	14.30%
	Numeracy	40.40%	57.50%	12.30%	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.	23
II. Teachers at Highly Accomplished/Lead	

School Psychologist was employed to assist in the Pastoral Care & Wellbeing area.

Throughout 2018 St. Patrick's also employed a Speech Pathologist to assist in the Special Needs area one day a week.

2 Pastoral Care workers were employed for 5 days per week to assist with the increasing issues facing many of our more vulnerable students.

An extra secretary was also employed during 2018 for one day a week to help relieve some of the workload of the full-time secretary.

Our Canteen Supervisor continued working at the school during 2018 due to the difficulties in securing volunteers on a regular basis.

Workforce Composition

Number of Staff	
Total teaching staff	23
Total non-teaching staff	14
Grand total	37
Percentage of teachers who are indigenous	0

Teacher Attendance

94%

Teacher Retention

The Staff Retention Rate for the period 2017 to 2018 was 100%.

Our Temporary Year 2 teacher received a job at another school so we had a new Year 2 teacher starting in 2018.

We also have a teacher returning from leave into a job-share position on a Year 2 class. Both these job-share teachers are in their 60's and are opting to transition to retirement in a job-share scenario. Both teachers also have husbands who are extremely ill. As a school we are happy to accommodate their needs.

Professional Learning Undertaken

During 2018 the whole school participated in a range of Professional Development courses, workshops and inservices. Inservice days included:

1. A Staff Spiritual Reflection and reformulation of School Vision and Mission Statement. This was facilitated by CSO personnel.
2. Plenary Council
2. Principal, Assistant Principal and class teacher participated in 2 day Down Syndrome Conference in Sydney - led by Down Syndrome NSW.
3. K-2 InitialLit 2x inservice - facilitated by Macquarie University.
4. NCCD - unpacking the new requirements of NCCD - whole day inservice - facilitated by Kathy Gillespie.
5. Science and Technology - investigated new K-6 Science syllabus. Hands on approach to incorporating technology into classrooms. Facilitated by CSO.
6. MAPA Training - facilitated by CSO - whole staff attendance.

Executive:

The Executive attended the following Inservices:

- Making Jesus Real Program
- COMPASS training
- CPR training
- Emergency Care
- Governance & Child Protection Training
- Trauma Training on NEGLECT
- NSIT training
- Executive Assembly Days & Retreats
- REM meetings

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

- Induction of Staff by CSO personnel
- Reporting Concerns/Code of Conduct/Compliance Check
- Inservicing on PLCs/PLTs followed by the implementation process
- Anti-Bullying briefing presented by Principal & Executive
- Programming, Assessing & Reporting conducted by Principal & Executive
- Managing difficult behaviour presented by Psychologists
- Learning Support Issues Facilitated by school LST Team
- WWCC & Mentoring & Accreditation Procedures facilitated by CSO Personnel
- Benchmarking Procedures
- NAPLAN Analysis
- ICLT up-dates and implementation by CSO personnel
- Child Protection Inservicing and up-dating
- Reporting Concerns/Code of Conduct/Compliance Check
- Spiritual afternoon with CSO personnel
- Special Needs workshop conducted by CSO personnel
- CSO facilitated Code of Conduct for Staff and Professional Practice.

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

Our enrolment figures continued to increase again during 2018 which was very encouraging. The feedback via various parents seemed to be of a positive nature. All stakeholders enjoyed the community events that the school put on during 2018.

As a result of fundraising by Year 6 students and the P & F the school playground areas continued to be upgraded during 2018 with various beautification projects. Many parents, friends, Staff & students commented on how lovely it all looked and said that it brought them great satisfaction to see how aesthetically pleasing the grounds were now.

There was always a huge gathering of families and friends at all of the events that were held at the school such as Liturgies, the Book Week Parade, Athletics & Swimming Carnivals and the end of year Award's Ceremony.

St Pat's Got Talent Event was a huge success again that was run by a Year 6 students and our Creative Arts Co-ordinator. Many students participated with a positive response from parents, students and Staff.

Our school discos also continued in 2018 with great success and raised much needed funds for the school.

Student Satisfaction

The level of student satisfaction this year seemed to be at an all time high during 2018. All the Grades were lucky enough to go on an excursion to somewhere educational and exciting. In particular, the Years 5 & 6 students had an excellent opportunity at the Great Aussie Bush Camp. Year 6 students also were treated to a FUN DAY in Newcastle which was exciting!

St Patrick's students loved the Rock and Roll Performance was held at the beginning of Term 4. All classes were taught a variety of rock and roll dances and then performed these dances for their family and friends.

The Minnie Vinnies Fundraising Day was again a big success for the school. All students participated in the games and activities with a lot of enthusiasm and enjoyment. Finally the Water Fun days were a wonderful experience for all the students.

Staff Satisfaction

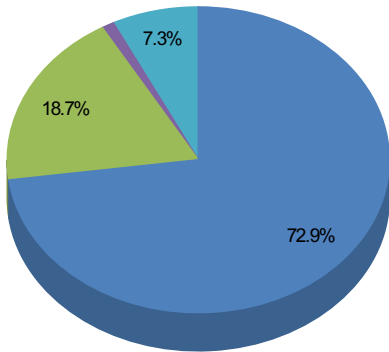
Once again Staff turn over from 2017 to 2018 was very minimal with only one change. This I feel was a direct result of the Staff satisfaction at St Patrick's. As always the staff came together on many occasions to support one another during difficult times and also to celebrate with each other during all the happy occasions.

The demands of Teaching was at times quite challenging and the Staff had to deal with some very difficult situations across a range of areas but also having to guide students and families through some very stressful and sensitive issues

As a Staff we were sad at times during 2018 when we would hear of Staff members losing close family or friends. Sadly as a Staff we also had to endure the heart-ache of losing some ex-students as well. This was particularly hard for the Staff and the school community in general to come to terms with.

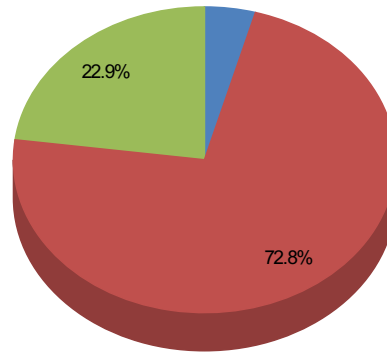
There were also some exciting times for the staff during 2018. It was great to share these wonderful celebrations with each other and the students. These occasions, as well as the successes of many of the students in so many areas of school life & their personal lives in general, brought great joy and satisfaction to the Staff!

Income



- Commonwealth Recurrent Grants (72.9%)
- Government Capital Grants (0%)
- State Recurrent Grants (18.7%)
- Fees and Private Income (1%)
- Other Capital Income (7.3%)

Expenditure



- Capital Expenditure (4.3%)
- Salaries and Related Expenses (72.8%)
- Non-Salary Expenses (22.9%)

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	\$3,745,305
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$962,036
Fees and Private Income ⁴	\$53,925
Other Capital Income ⁵	\$376,855
Total Income	\$5,153,566

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure ⁶	\$207,251
Salaries and Related Expenses ⁷	\$3,503,027
Non-Salary Expenses ⁸	\$1,102,992
Total Expenditure	\$4,606,019

For the 2018 year the St Patrick's Primary School received \$15,445 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

CESSNOCK

Phone: 4990 3152

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