

2019

ANNUAL SCHOOL REPORT

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Together in Christ



St Patrick's PS

155 Wollombi Road, CESSNOCK 2325

Principal: Mrs Maree Jones

Web: <http://www.cessnock.catholic.edu.au>

About this report

St Patrick's PS (the 'School') is registered by the NSW Education Standards Authority (NESA) and managed by the Catholic Schools Office (CSO), Maitland-Newcastle. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education. The Annual School Report (the 'Report'), provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can be also be obtained from the My School website.

Message from key groups in our community

Principal's Message

It's hard to believe that we are again at the end of another school year. In a blink of an eye, it seems like the school year begins, then in no time it's coming to a close. Trust me though, in between those blinks of an eye, a lot has happened here at St Patrick's!

Succinctly speaking, it has been a most productive and enjoyable year on so many different levels. As a school community, we have been involved in so many wonderful experiences together that have shaped this caring, loving and welcoming community that we call 'St Patrick's!'

The P&F Association and their network of family and friends has been instrumental this year in organising events and fundraising for much needed equipment for the school. The P&F Revival that has happened this year would have to be one of my absolute highlights of the year. I cannot thank the St Patrick's community enough for their love and support of the school. The Spring Fair of course was an all in effort from every facet of the school and the wider community. The most significant outcome of the night was that the children themselves had the best time of their life.

The enhancement of the school grounds continued significantly in 2019 with our Early Learning Program. We were able to add a mud kitchen, educational playground markings, sign posting, street libraries and some outdoor games to keep the children occupied and entertained. Our Sensory Garden also got up and running this year with quite a few plants, shrubs and vegetables being planted. Hopefully they can withstand the drought conditions!

Educationally, we were able to improve, up-grade and purchase more technology to service the whole school. We have put a lot of time and effort into setting up the infrastructure for our BYOD project this year, so that hopefully it will be smooth sailing for our Year 5 classes in 2020. Our Computer Lab has had a total make-over with brand new computers that are much faster and more efficient than our old ones. This has made a significant difference during Technology lessons.

Our academic and sporting calendars this year didn't really change too dramatically from last year, other than offering at the end of each term an in-school Gala Day targeting a different sport each term. This proved very successful and the beauty of it was that the children organised the events themselves with minimal input from Staff. We also hosted a 'Remote Control Car Rally' which seemed to be popular with the students. Many students also entered an Electronic Vehicle Competition which was an external competition. The students loved being a part of this activity.

Through our Social Justice Program we were again able to conduct quite a few fundraising activities to help those in need. Our Winter Appeal went well as did our Christmas Appeal. The Partnership with the Parish and the School to have a 'Christmas Grocery Drive' was again extremely successful. I do thank the whole school community for digging deep and helping those through often no fault of their own, have fallen on tough times. That truly is the St Patrick's spirit! We model our ways from 'Blessed Mary MacKillop' whose mantra was: 'Never see a need without doing something about it' or as we say to the children: 'If you see a need, do the deed!'

I'd like to say a special farewell to our amazing Year 6. They really have been an outstanding group of children and have demonstrated some great leadership qualities. As a Staff we wish them all the very best in the next chapter of their lives. We are confident that this particular Year 6 group of students will shine brightly and pursue their dreams with a passion.

Finally, to sum things up for 2019, the bottom line is that all of these amazing achievements that we have all experienced and enjoyed together throughout the course of the year here at St Patrick's, could not have come to fruition without us all working together for a common cause. The love of our students and their overall well-being is always at the heart of what we do!

Thanks again for a beautiful 2019 and as a Staff we look forward to embarking on another great journey into the year ahead 2020. Stay safe! Maree Jones

Parent Body Message

The Parents and Friends Association meet on the 4th Tuesday of every month in the staff room where all are welcome and encouraged to attend. It is a fantastic opportunity to come along and learn about what is happening around the school, hear about upcoming events, have an input and involvement in fundraising opportunities while also meeting members of the school community.

This year the P&F held their annual Mother's Day and Father's Day stall which is always a great fundraiser and the students look forward to these days every year. There is always great excitement from the students when purchasing their gifts for their loved ones.

The P&F in association with the school held a fantastic Spring Fair! There were market stalls from each class where students created pot plants, artwork, lolly jars, cookie mix jars, showbags and so much more! Some classes chose to have carnival games such as Knock 'em Down Nerf, balloon car guessing competition, face painting and footy passes.

The fairy floss was certainly a winner on the night as well as Burke and Cook's ice cream truck!

There were jumping castles and a huge raffle with some fantastic, major prizes!!!

Mrs Jones' successful tombala stall will be talked about for years to come!!!

The canteen also operates under the P&F and provides lunch order options, snacks and themed International Days which are always a hit with the children

A huge thankyou to everyone who came along to the meetings this year, helped out at our Mother's Day and Father's Day stalls, all of our wonderful canteen volunteers and those who came along to assist in our Spring Fair! We could not have pulled off all of our fantastic events this year without you!!!!

Student Body Message

Throughout 2019 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 Canberra was absolutely fantastic! We will have such great memories for the rest of our lives. We enjoyed visiting New Parliament House, Old Parliament House, The Royal Australian Mint, Questacon, Australian Institute of Sport, Australian Electoral Commission and Telstra Tower. Our 3 days in Canberra were informative and we had lots of fun. Many thanks to our awesome 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 2019. 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 2020!

School Features

St. Patrick's Cessnock caters for children Kindergarten to Year 6. Currently we have a double stream structure which sees 2 classes per grade level throughout the school.

Our Parish

We belong to the St. Joseph's Church Parish, Cessnock. Our Parish Priest is Father James Lunn. As our Parish Church is geographically located a few kilometres from our school site we participate in Liturgy, Prayer and Mass both onsite here at St. Patrick's as well as at our Parish Church – St. Joseph's.

Location of our School

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.

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

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!

Academic and Cultural Achievements

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 2019.

Students were given many opportunities throughout 2019 to participate in activities and competitions to further enhance their academic knowledge. These included; Inter-School Debating Competition, whole school Public Speaking Competition, ICAS tests, CSO RE Literacy Test, Maths Competitions and NAPLAN. Our Year 3 students performance in Literacy were very pleasing when compared to the State average. Year 5 demonstrated strong individual results. As a school we will continue to work in the areas of Writing and Numeracy.

STEM activities were targeted this year as we adopted a new model where Science was taught by a specialist teacher. Students were engaged in a weekly STEM/Science lesson which encouraged children to adopt a scientific approach to learning. This included learning about coding, experiments, creating electrical circuits, constructing balloon powered cars just to name a few. At the end of 2019 our students participated in the Electric Vehicle Festival where they participated against other schools with electronic vehicles our teams constructed.

At St Patrick's we also foster the importance of cultural experiences. We have participated in the annual Abermain Eisteddfod, Children's University, Catholic Schools Cluster Showcase, Anzac Day March, Christmas Connect, St Patrick's Got Talent as well having an Infants and Primary Choir that performs at many events.

Student Profile

Student Enrolment

The School caters for students in Years K – 6. Students attending this School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2019: Additional information can be found on My School website.

Girls	Boys	LBOTE*	Total Students
180	182	28	362

* Language Background Other than English

Enrolment Policy

The [Enrolment Policy](#) applies to all school enrolments within the Maitland-Newcastle Diocese. School authorities manage local enrolment processes and procedures in a manner consistent with the rationale and guiding principles articulated in this Enrolment Policy and accompanying procedures. 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.
- Establish a common, consistent approach in enrolment practices.
- Assist the system of Catholic schools to:
 - provide schooling, where possible, for children of Catholic families who seek enrolment
 - cater for the individual needs of each child equitably within the constraints of the available teaching and material resources
 - encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.

Student Attendance Rates

The average student attendance rate for 2019 was 88.70%. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
87.90	89.20	89.20	87.70	91.40	87.60	87.90

Managing Student Non-Attendance

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences.

School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the School community
- maintaining accurate records of student attendance
- recognising and rewarding excellent and improved student attendance
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance
- all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented
- documented plans are developed to address the needs of students whose attendance is identified as being of concern
- the Regional Directors of Catholic Schools Office (CSO) or designated CSO officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom the School's strategies have failed to restore regular attendance.

Staffing Profile

Staffing Profile

The following information describes the staffing profile for 2019:

Total number of staff	40
Number of full time teaching staff	14
Number of part time teaching staff	12
Number of non-teaching staff	14

Total number of teaching staff by NESA category

Teachers at this School are either accredited as conditional, provisional or proficient as defined by the NSW Teacher Accreditation Act 2004. Accreditation at the levels of Highly Accomplished and Lead teacher are voluntary. The number of teachers within the Diocesan Schools System (systemic schools) at these levels is as follows:

- Conditional 260 teachers
- Provisional 136 teachers
- Proficient 2060 teachers

Additionally, there are approximately 3 teachers who are currently actively engaged in the submission process at the higher levels of accreditation. Teacher status at individual schools can be sourced directly from the School.

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific in services, meetings and conferences and a range of professional learning programs provided by the Catholic Schools Office (CSO). The School takes responsibility for planning, implementing, evaluating and tracking of its staff professional learning and individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes.

Summary of professional learning at this school

During 2019 the whole school participated in a range of Professional Development courses, workshops and inservices.

- Staff Spiritual Reflection Day facilitated by CSO personnel.
- Compass Training
- New Graduate Mentor Program for Early Career Teachers
- K-2 InitialLit Training facilitated by Macquarie University
- Successful Foundations Days and collaborative partnerships with other Pilot Schools
- New PD/H/PE Syllabus and Support Documents Training
- CPR Training
- Emergency Care Training
- Child Protection Training
- Trauma Training
- Mathematics Number Talks Day - facilitated by CSO
- School Vision and Mission Formation Day
- Early Learning and Successful Foundations Day - facilitated by CSO
- NCCD – Update and revision of the new requirements of NCCD
- BYOD Training – Marc Hattam and IT Services CSO

The Executive Team also supplemented these courses with the following

- AEDC Analysis
- Regional Executive Meetings each term with our Cluster Schools
- Clarity work with Dr Lyn Sharrat
- Governance Training
- Nathan Wallis Neuroscience Day
- Aboriginal Education Conference
- NSIT Workshops and Implementation

Professional Development Meetings are also held each Wednesday afternoon on a variety of topics. These include:

- 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
- 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.

Catholic Identity and Mission

Catholic Schools in the Diocese of Maitland-Newcastle participate, under the leadership of the Bishop and in partnership with parents and parishes, in the mission of the Church to provide quality education in the context of a living Catholic Christian tradition. Within this context, Catholic schools in the Diocese of Maitland-Newcastle aspire to be:

“Communities of living faith where the heart of all we do is Jesus Christ.”

(Adapted from: The Catholic School's Office Diocesan Vision Statement, 2016)

As such, they are to:

Be truly Catholic in their identity and life;

Be centres of the 'new evangelisation';

Enable students to achieve high levels of 'Catholic religious literacy'; and

Be led and staffed by people who will contribute to these goals.

(Catholic Schools at a Crossroads, 2007)

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.

Our 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. 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 and Parish Evangelisation

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 2019.

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.

Curriculum, Learning and Teaching

The School provides an educational program based on, and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and its Environment, Creative Arts and Personal Development, Health and Physical Education. The Catholic Schools' Office Learning Framework is brings together structures that relate to quality learning and experiences in schools across the Diocese.

The Learning Framework provides a context for the development of learning and its key components, informed by research, are built around five essential elements:

- Continual focus on Leading Learning
- Cultures built on Collaborative Learning
- Rich and purposeful Personalised Learning
- Creating the conditions for Supportive Learning
- Building capacity through Professional Learning

St Patrick's offers a curriculum, which covers the NESA Key Learning Areas:

- English
- Mathematics
- Human Society and Its Environment
- Science and Technology
- Personal Development/ Health /Physical Education
- Creative and Practical Arts

As a Catholic school, our students also undertake the study of Religious Education. We develop units of work that elicit higher-order thinking skills that cater to the needs of all of our students. Our units of work are aimed at providing opportunities for inquiry learning, problem-solving, group interaction and decision-making. We also include both independent and cooperative learning. ICT - Information Communication Technology is at the centre of programming, teaching and learning. All programmed units of work and most lessons incorporate the use of SMART boards, computers and relevant interactive programs.

Providing a meaningful and inclusive learning program, St Patrick's caters for the intellectual, spiritual, emotional, social and physical dimensions of each student. It fosters the wellbeing of all students and other members within its school community so that each person is 'empowered and challenged to become lifelong learners with optimism and hope for the future'.

St Patrick's aims to provide a fully inclusive mainstream learning environment that reflects the principles of the Disability Discrimination Act (1992) and the Disability Standards for Education (2005). All students are included in the activities of the school community and

given opportunities and responsibilities that recognise their value to the community and provide positive learning and social experiences. Our commitment to the practices of purposeful inclusion reflects the Gospel values of respect, equality and social justice. Within a Christian framework, we provide a learning environment that is supportive and responsive to individual needs and differences and that recognises and celebrates the individual student's abilities and strengths.

WE AIM TO DO THIS BY:

Helping all students reach their full potential, academically, socially and emotionally
Identifying individual strengths and needs
Providing appropriate interventions where necessary
Fostering the growth of student confidence and independence in learning
Working collaboratively with parents and other specialists for the benefit of each student.

St Patrick's is committed to ensuring students transitioning to Kindergarten receive the best possible start to their schooling. Our dedicated Kindergarten teachers and Learning Support Team visit our early learning centres to gain as much information as possible about the students coming into our care. Our transition and orientation programs are family-friendly and designed to promote relationships between staff and students. We pride ourselves on providing a multitude of opportunities for new students to feel comfortable in the formal school setting in the year before they start school.

The Diocesan Early Learning Policy is firmly founded on Six Declarations about the Early Learner in Catholic schools. It is centred on the image of the child and underpins all we do here at St Patrick's.

At St Patrick's, our focus is on identifying gifted learners and assisting with the process of developing talent by providing specific opportunities for learning, training and practise. We have high expectations for all students, with an increased focus on gifted learners and their needs.

Year 6 students sit the Cognitive Abilities Test (CogAT). CogAT is a group-administered K–12 assessment intended to estimate students' learned reasoning and problem-solving abilities through verbal, quantitative, and nonverbal test items. The CogAT is used with other school data to assess students' learning and to provide guidance around instruction, decisions and strategies.

Teachers here at St Patrick's have had opportunities for professional learning about the needs and characteristics of gifted learners as well as differentiating teaching and learning programs. Professional learning is a continual commitment of teachers at St Patrick's.

Student Performance in Tests and Examinations

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 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	55%	57%	15%	11%
	Reading	62%	53%	11%	11%
	Writing	60%	51%	2%	6%
	Spelling	49%	48%	11%	13%
	Numeracy	38%	40%	6%	12%
NAPLAN RESULTS 2019		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	29%	34%	16%	17%
	Reading	34%	37%	10%	12%
	Writing	10%	17%	28%	19%
	Spelling	25%	34%	18%	14%
	Numeracy	18%	29%	12%	14%

Pastoral Care and Student Wellbeing

Pastoral Care Policy

The School's pastoral care and student wellbeing policies guidelines and procedures are informed by the Student Well being and Pastoral Care Policy.

The Wellbeing and Pastoral Care Policy 2017, aims to provide a framework for the policies, programs, resources and practices implemented at system and school level with the purpose of supporting and enhancing the wellbeing of students, and all within its school community. It refers to the overall climate of care that exists within a Catholic school.

The environment is designed to be safe and inclusive, one that promotes academic rigour. A high priority is given to building and maintaining positive and caring relationships between staff, students and parents, and the wellbeing of all.

The Pastoral Care and Wellbeing Policy for Students can be found at www.mn.catholic.edu.au/about/policies

There were no changes to the policy in 2019.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned the CSO [Wellbeing and Pastoral Care Policy](#) and to the [Suspension, Exclusion and Expulsion Procedure](#). The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring respect for the rights of all students and staff. Corporal punishment is expressly prohibited in this School. The School does not sanction administration of corporal punishment by School persons and non-School persons, including parents, to enforce discipline in the School. Further information about this and other related policies may be obtained from the School's website.

Anti-Bullying Policy

The Catholic Schools Office has established an [Anti-Bullying Policy](#) which is implemented by our school and all schools in the diocese. It provides a framework for school communities to work together to prevent and address issues of student bullying, in order to build respectful relationships that respond effectively and sensitively to the needs of each person. The CSO monitors the implementation of this policy.

The full text of the Anti-Bullying Policy may be accessed on the School's website, the administration office or at the CSO website at this link.

Complaints Handling Policy

The Diocese of Maitland-Newcastle has established a [Complaints Resolution Policy](#) which is implemented by our school and all systemic schools in the diocese. The rationale for the policy is that within the reality of the schooling experience, it is recognised that, from time to time, misunderstandings and differences of opinion will occur, and that these need to be resolved satisfactorily. Addressing such matters within a framework of dignity, respect and truth can provide powerful opportunities to model the love of Christ in the reality of our contemporary world. CSO monitors the implementation of this policy.

The full text of the [Complaints Resolution Policy](#) may be accessed on the School's website, the administration office or at the CSO website at this link.

Initiatives promoting respect and responsibility

At St Patrick's Primary School, Cessnock we are building a positive, informed, and resilient Catholic community through the teaching of a Catholic curriculum that reflects the teaching of Jesus and the living of the Gospels. Through a Catholic lens, we invite students into a dialogue and a daily encounter with Jesus Christ. Our worldview is seen through the eyes of Jesus. This leads us to realise the inherent goodness and dignity of all of creation and particularly, the dignity of the human person as created in the image of God. We foster our membership in the wider Catholic Church through promotion of parish relationships, our celebrations of the Eucharist and Liturgies and our engagement in Catholic social teaching. We "never see a need without doing something about it".

We promote the Making Jesus Real Program at St. Patrick's. It is a program designed to foster a relationship with Jesus that is real to the students and relevant to their daily lives. MJR is centred around the belief that we are the image of Jesus to all people around us. We promote the core values of compassion, forgiveness, justice and kindness.

St. Patrick's students also promote Positive Behaviours Program by being responsible learner through our schoolwide motto using our "Pride Guide" - be respectful, be an active learner and be safe.

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

Our Pastoral Care Worker has taken on many initiatives in 2019 to help the students in the school who have had significant social or behavioural issues. Camps were organised, social workers, guest speakers were also brought in to help the students who were struggling and required extra pastoral care.

School Improvement

The School implements the systems review Cycle of improvement which outlines the processes and benchmarks for creating the culture and practice of continuous improvement with students as the focus. Strategic Plans and School Improvement Plans are future focused documents that map the School's directions, aimed specifically at improving educational and pastoral outcomes for all students through the following areas:

- Catholic Formation and Mission
- Learning and Teaching
- Leadership
- Wellbeing and Partnerships

Each year, the School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. A copy of the Strategic Improvement Plan and the Annual Improvement Plan may be obtained from the School administrative office.

Key Improvements Achieved

The School Improvement Plan and Annual Achievement Plans were enthusiastically and methodically implemented during 2019. Many goals in the area of Quality Learning were achieved quite successfully and overlapped into the Professional Practice and Development Areas. These included;

- Promoting student access to Eucharistic celebrations
- Development of data literacy which involves the identification and ongoing monitoring of progress of gifted students.
- Implementation of school policy on early Learning based on CSO policy which emphasises links with philosophy, play, environment and space linked with pedagogy.
- Collaboration of all teachers to continue commitment and focus on development of essential knowledge and skills required to improve learning.
- Use and refinement of PLCs to improve the effectiveness of learning programs and pedagogy.
- Providing support and structures to facilitate whole school approaches to pastoral care, behaviour support and student well-being.
- Providing support structures that support Staff well-being and mental health.
- Promoting opportunities for increased engagement with parents in the life of our school.

Priority Key Improvements for Next Year

The Annual School Improvement Plan for 2020 includes the following key improvements;

- Aboriginal Education - appointment of a specialist Aboriginal Education Teacher
- ICT Skills - upgrade of Technology Resources and targeted upskilling of ICT for staff.
- Continuation of the BYOD program.
- Refining Collaborative Teaching and Learning Practices - through the work of Lyn Sharrat and in conjunction with the CSO.
- Building Teacher Capacity through the appointment of an English Pedagogical Mentor and Maths Pedagogical Mentor to work collaboratively with classroom teachers assisting with data analysis, teaching practice and learning strategies.

Community Satisfaction

The opinions and ideas of parents, students and teachers 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 teachers. At the beginning of each review phase school's undertakes extensive surveying of all stakeholder groups. This data is shared with the school community and contributes to the priorities for future planning.

Parent satisfaction

Our enrolment figures continued to increase again during 2019 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 2019.

As a result of fundraising by Year 6 students and the P & F the school playground areas continued to be up graded during 2019 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 our 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 2019 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 2019. 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 exploring all the wonders at our nation's capital – Canberra. They also were able to witness the moving tribute of The Jewish Museum which correlated with their English Unit.

St Patrick's students loved the Spring Fair which was held at the beginning of Term 4. All classes had their own stall as well as jumping castles and rides. It was a great time spent with family, friends and our wider school community.

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.

The students have been very excited to use the wonderful new additions to our playground. Our mud kitchen which was constructed by one of our families, as well as our sensory garden, playground markings - a new hopscotch, chessboard, 100's grid, counting dragon, compass and musical xylophone donated by 2019 Year 6 cohort.

Teacher satisfaction

Once again Staff turn over from 2018 to 2019 was very minimal. This I feel was a direct result of the Staff satisfaction at St Patrick's. As always the staff came to 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 2019 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-student family members 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 2019. 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!

Financial Statement

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 2019 year is detailed below:

Recurrent and Capital Income 2019	
Commonwealth Recurrent Grants ¹	\$2969877
Government Capital Grants ²	\$0
State Recurrent Grants ³	\$885423
Fees and Private Income ⁴	\$754534
Interest Subsidy Grants	\$12332
Other Capital Income ⁵	\$210944
Total Income	\$4833110

Recurrent and Capital Expenditure 2019	
Capital Expenditure ⁶	\$4053
Salaries and Related Expenses ⁷	\$3407860
Non-Salary Expenses ⁸	\$1018687
Total Expenditure	\$4430600

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.

END OF 2019 REPORT