About This Report

St Patrick’s Parish Primary School, Port Kembla is registered by the Board of Studies (NSW) and managed by the Catholic Education Office (CEO), Wollongong, the ‘approved authority’ for the Registration System formed under Section 39 of the NSW Education Act 1990.

The Annual School Report provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education. The Report also outlines information about initiatives and developments of major interest and importance to the school community during the year and the achievements arising from the implementation of the School’s Annual Action Plan. Following its submission to the Board of Studies, the Report will be available on the school’s website by 30 June 2009.

The Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office, Diocese of Wollongong. This Report has been approved by the Director of Schools to ensure compliance with all NSW Board of Studies requirements for Registration.

Further information about the school or this Report may be obtained by contacting the school:

St Patrick’s Parish Primary School
PO Box 146
Port Kembla NSW 2505
Ph: (02) 4274 2816
Fax: (02) 4276 2938
Email: info@stpatricks.woll.catholic.edu.au

Parish Administrator: Fr Hugh Dowdell

Principal: Mrs Bernadette Cooper

Date: 12 December 2008
**Vision Statement**

In accordance with the Mission of the Catholic School as a centre of learning and evangelisation, the staff at St Patrick’s will continue to create an environment in which children will be nurtured and strengthened in faith whilst striving to achieve the best possible educational outcomes and personal excellence in all endeavours.

**Message from Key School Bodies**

**Principal’s Message**

The school’s motto – Strength in Faith challenges us to acknowledge that which is central to our existence as Catholics. The events of 2008 – The Journey of the Cross and Icon, World Youth Day and the celebration of the 90 Anniversary of the blessing of the foundation stone of the combined Church school of St Patrick’s - certainly engaged us in reflection of our shared faith and all that helps to define our relationships within this special community.

The 2008 scholastic year has been a time of significant achievement, great celebration, reflection and forward planning at St Patrick’s. Staff fully engaged in the process of School Review and Improvement (SRI), initiated at a Diocesan level. This engagement has provided a foundation for the development of a strategic plan encompassing a new vision for the school and curriculum initiatives which should enhance educative gains for our students. The process of school renewal will remain a major focus throughout 2009 – 2010.

The application of contemporary methodologies has been reflected in the adoption of new operational models at St Patrick’s in 2008. Refurbishments carried out in the Infants’ block in the summer vacation period demonstrate the school’s movement towards the organisation of learning in Stages as well as in classes. Senior students in Years 5 and 6 have been organised into groups in Stage 3 for Mathematics, whilst those in Years 1 and 2 have been combined as Stage 1 learners in key areas such as Literacy and Visual Arts. Curriculum initiatives implemented in 2008 were showcased in the special celebrations which punctuated the school calendar.

Many of these highlights are listed throughout this report.

**Parent Involvement**

In 2008 parents have made valuable contributions to the life of St Patrick’s. They have worked in a voluntary capacity in daily reading programs in Early Stage 1, in the administration of the Library Learning Centre, in class based learning, in the maintenance of the garden and operation of the Tuckshop, in sporting activities – Gala Days and Carnivals, and in special celebrations. Parents of Years 2, 3 and 6 children enrolled in Parish based Sacramental Programs – Penance, Eucharist and Confirmation are supported in the preparation of their children by classroom teachers.
The operation of a small, but active Parents’ and Friends’ Association continued to offer opportunities for parents to engage in social and fund-raising aspects of the school calendar. In 2008 these included the annual St Patrick’s Day Fete, Family Portraits and Mothers’ and Fathers’ Day Stalls. P&F funds helped to purchase computer equipment, shades/weather shields for outdoor carnivals, replacement outdoor furniture for the Infants’ Playground, new books for the Library and new signage for the school.

Members of the Executive Team look forward to welcoming more parents and friends to the 2009 meetings of the Association. These forums continue to provide opportunities for engagement in important planning and decision-making processes in our school.

Parents and Friends Association, President

This past year has been very rewarding for the members of the P&F with regard to the purchase of new equipment for the children.

Included in these purchases were; sun shades/weather shields for outdoor carnivals, replacement outdoor furniture for the infant’s playground and new books for the library.

The P&F Committee eagerly encourage attendance from parents and family friends to ensure a broader perspective in regard to decision making and allocation of funds. Many families give a lot of time and effort to the various fundraising activities for the school; therefore it is only fair that everyone has a chance to be involved.

Student Leadership

The leadership model in operation at St Patrick’s places Stage 3 students in senior leadership positions including:

- Student Representative Council - School Captains and elected Year 6 students;
- Sports Teams - House Captains and Equipment Monitors;
- Mission Support Team - nominated Year 6 students working with Religious Education Middle Leader;
- Bus Monitors - Stage 3 students;
- Computer/Library Monitors - Stage 3 students;
- Class Prefects - elected each Term in grades K-5;
- Sticker Monitors - Year 4; and
- Games Monitors - Team comprised Stage 2 members.

In 2008 students were invited to nominate for positions, to prepare written and oral presentations and to be part of a democratic election process for selection to prime leadership roles. All members of Year 6 were able to fulfil some form of leadership function.

Students were supported in the development of leadership skills in a three day Leadership Camp held at Stanwell Tops Conference Centre and in the process of Peer Support Training. Through the operation of the Peer Support Team, the Student Council and other leadership roles, students continue to make life at St Patrick’s better for everyone.
Student leaders initiated new fundraising initiatives in 2008 including a most successful end of Term Breakfast and Mufti Programs. These, combined with the regular program of student activities, helped in the promotion of a positive school climate and in raising funds for the purchase of new equipment.

School Profile

St Patrick’s Parish School has serviced the educational needs of the community of Port Kembla for 9 decades. During this time it has maintained a commitment to the delivery of a primary schooling experience in the best Catholic tradition through three specific historic periods in its leadership:

1. 1918 – 1977: The Josephite Era

Currently a single streamed primary school, St Patrick’s has an enrolment of 143 spread in class cohorts from Kindergarten to Year 6. Class sizes range from 13 - 26, the average class grouping comprising an enrolment of 20 students.

The multicultural diversity which characterised the school in its foundation years and throughout the Franciscan Era, is less evident in today’s population. While eleven nationalities are represented in the school’s population, the incidence of children from Non-English Speaking Backgrounds (NESB) is minimal. The majority of students are second generation Australians, come from increasingly diverse socio-economic backgrounds and from a feeder area encompassing 15 suburbs beyond the bounds of the local community – from Blackbutt in the south, Dapto in the west and Corrimal in the north.

Student Enrolments

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>2006</td>
<td>74</td>
<td>88</td>
<td>162</td>
</tr>
<tr>
<td>2007</td>
<td>72</td>
<td>84</td>
<td>156</td>
</tr>
<tr>
<td>2008</td>
<td>65</td>
<td>78</td>
<td>143</td>
</tr>
</tbody>
</table>

The Enrolment Policy and Procedures can be found on the Catholic Education Website: www.ceowoll.catholic.edu.au then go to the link Policies.

Student Attendance for 2008

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Female</th>
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<tbody>
<tr>
<td></td>
<td>92.7%</td>
<td>92.2%</td>
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Staffing Profile

There are a total of 14 teachers at St Patrick’s Parish Primary School. One full time Principal and fourteen teachers are employed at St Patrick’s, 6 full-time teachers Kinder, Yr1, Yr2, Yr3, Yr4, Yr5, 8 part-time, Yr6 (Job share), Specialist Teachers.

School Leadership
The Executive Team is comprised of Principal, Assistant Principal (A.P), Religious Education Middle Leader and Middle Leader. Two part time teachers provided Executive Release for leadership team members allowing them time for administration and planning one day each a week.

Specialist Teachers
The classroom teachers are supported in the delivery of quality teaching and learning by the team of part-time specialist personnel who co-ordinate Literacy, Music, Physical Education, Library/Information Communication Learning Technology (ICLT), Special Education and Reading Recovery.

Administrative Staff
The school’s Administration Team is comprised of 1 Senior School Support Officer and 2 School Support Officers. Ancillary Staff include a part-time Tuckshop Manager and a cleaning team provided by the CEO.

Teaching Staff Experience
Teaching experience ranges from 2 – 34 years. Listed is the teaching experience range and percentage.

Thirteen percent of staff is in their first ten years of teaching while seven percent have accrued between ten and fifteen years. Over one third of staff, (thirty-three percent) has ten to fifteen years experience, with another twenty-six percent in the twenty to twenty-five years experience range. Twenty-one percent of staff has between 25 and thirty-five years teaching experience.

Teacher Standards
Teacher qualifications fall into 1 of 3 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR*</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have qualifications as a graduate from a higher education institution within Australia within AEI-NOOSR* guidelines but lack formal teacher qualifications</td>
<td>0%</td>
</tr>
<tr>
<td>Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>0%</td>
</tr>
</tbody>
</table>

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention
Three teachers have attained Masters in Education status, five hold Bachelor of Education Degrees, four hold Diplomas of Teaching qualifications, one majoring in Music, one in Physical Education. One teacher holds a Bachelor of Teaching and another Diploma of Community Services/Children’s Service. Three teachers are trained in Reading Recovery while two have attained qualifications in teaching English to students of language backgrounds other than English. One teacher holds a Certificate in Senior Management. One member of Staff is currently enrolled in Diploma of Mediation Course - Relationships Australia. Two teachers have undergone training as Behaviour Management Co-ordinators with the Marist Restorative Justice Team. Two Support Officers recently completed Certificate III Course at Wollongong TAFE. Six teachers have been awarded the Certificate of Religious Education – a Course that three others are currently undertaking and another has enrolled in for 2009.

**Staff Attendance**

The average daily staff attendance rate for 2008 was 94.66%.

The staff retention rate is high at St Patrick’s Parish Primary School with 93% of the teaching staff remaining for the 2008 school year.

At the conclusion of 2008 the retention rate of teachers is 93%. The Teacher Exchange Program initiated in 2007 comes to an end, thereby facilitating a review of current staffing placement in Early Stage 1 and beyond. All teaching staff have been assigned new placements, one returns after a two-year absence from St Patrick’s, and current job share arrangements have been adjusted to incorporate an Executive Release allocation.

The implementation of the Diocesan Staffing Formula, whilst slightly in excess of prescribed allocation, will ensure continuity in relation to the numbers of staff employed at St Patrick’s in 2009.

**Professional Learning**

In accordance with Professional Standards Guidelines and the school’s commitment to supporting individual teachers Professional Pathways Planning (PPP), all staff members were involved in Professional Learning opportunities in 2008. Engagement in CEO courses and collaborative professional learning opportunities at school level related to improving student outcomes. School based expenditure on professional learning was $2,960. Courses involved included:

- Leadership Conferences,
- School Review and Improvement – Leadership training,
- Spirituality Courses, Retreat Days and REC Conference,
- Certificate in Religious Education,
- Liturgy in Schools,
- Diversifying the Curriculum,
- Religious Literacy Assessment Marking and Interpretation,
- Assessment, Reporting and Interpretation of National Assessment Plan for Literacy and Numeracy (NAPLAN) data,
- Kindergarten Report Workshop,
• Beginning Teacher Support Program,
• Learning Technology Co-ordinator Days,
• Simple Software Workshop (K-2),
• Infants Video Tool Server,
• Improving Measurement (ES1–S1),
• Literacy – Spelling and Writing,
• Rock and Water – Developing Resilience,
• Anaphylaxis and First Aid Training,
• Occupational Health and Safety Training, and
• Developing Individual Educational Plans.

Culture of the Catholic School

St Patrick’s Parish Primary School provides quality Catholic, child-centred education in a caring environment. The school’s motto, *Strength in Faith* highlights the importance placed on the school’s Catholic tradition and identity. It is also reflective of the commitment to education in faith. Religious Education (R.E), based on the Diocese of Wollongong R.E Curriculum, is afforded priority in classroom timetables.

Catholic identity is intrinsic to all strategic planning undertaken within the process of School Review and Improvement at St Patrick’s. It gives expression to the Christian values that underpin who and what we are and all that we hope for the children in relation to their overall development. Staff, in partnership with the Parish and parents, strives to perpetuate the charisms of the foundation Orders in the current school climate.

The school’s Catholic Identity is expressed in R.E Programs implemented across all Stages, in shared Liturgies and prayer, in assemblies, in Sacramental Programs and celebrations, in the religious icons present throughout the school and in the newly developed school logo incorporated into all administrative and promotional materials. Most importantly, the school’s Catholic identity is reflected in the climate of affirmation staff strive to perpetuate in school policies and procedures.

Significant to the perpetuation of the school’s Catholic identity in 2008 were the celebrations of World Youth Day and the 90\textsuperscript{th} Anniversary of the blessing of the foundation stone of the Parish Church School.

The Journey of the Cross and Icon throughout the Diocese of Wollongong on its path to Sydney was truly inspirational. All involved in the journey – children and their families, staff and members of the Parish community – experienced great joy, hope and a sense of the historic importance of the event. The public expression of shared faith provided an extraordinary witness for the youth in our school and Parish communities.

Celebration of the school’s 90\textsuperscript{th} Anniversary highlighted the unfolding story of the Parish School. The celebration was structured to make explicit, important connections between our past, present and future and to pay tribute to all who had contributed to the evolving story.
Part of the School Review and Improvement process initiated in 2008 was a detailed analysis of the first of the key areas – the core business of Catholic Life and Religious Education at St Patrick’s. Staff discussed the various elements associated with this important core area and collaborated in the determination of the school’s strengths and aspects requiring future development. Work done will provide a foundation from which an action plan can be developed and implemented in 2009. It will assist in the development of a revised School Vision.

St Patrick’s School is an integral component of the wider Parish community. Staff worked to sustain close relationships between school and Parish. Parish Administrator, Father Hugh Dowdell, provides opportunities for shared liturgical celebrations. Students join with Parishioners on special feasts and occasions for the celebration of Mass, Reconciliation and Benediction. Significant Feast Days are acknowledged in communion with families and Parishioners. In a year dedicated to celebrating the journeys of St Paul, the theme of Journey has been highlighted in a number of liturgies.

Parish based Sacramental Programs are actively supported by the school. Students from St Patrick’s join with Catholic children from local Government schools in programs of preparation organised by the Franciscan Sisters and the Parish team of Workshop Leaders. Students enrolled in the programs are always supported by members of the wider Parish community. All Sacramental programs offer opportunities for spiritual development and renewal.

Social Justice and Environmental issues were highlighted in the school in 2008. Reading materials to heighten awareness of these important issues were distributed to Stage 3 students. Members of the school’s Mission Support Team supported staff in the implementation of several Social Justice initiatives including Earth Hour, Clean up Australia and Harmony Day. The school’s developing commitment to Reduce, Reuse, Recycle will be further expanded in 2009.

This year’s fundraising activities have provided financial support to the Franciscan Sisters’ Missions ($420), Caritas Australia ($300) and St Vincent De Paul ($200). Food and gift donations also supported the St Vincent De Paul Society Christmas Appeal.

**Student Welfare**

Staff of St Patrick’s continues to place emphasis on the maintenance of a safe, supportive learning environment. The operation of a Behaviour Management Committee and the implementation of several policies work to ensure student safety and the delivery of pastoral care appropriate to student needs.

The amalgamation of the school’s Assertive Discipline, Pastoral Care and Anti-Bullying Policies into a Building a Supportive School Environment Policy reinforces the systems of rights, responsibilities, awards and consequences underpinning positive relationships in operation at St Patrick’s. An important initiative of 2008, this policy provides a positive structure, consistency and clarity leading to behaviour modification based in restorative justice.
principles. It addresses issues of bullying and harassment whilst encouraging assertive modification strategies.

Continuous review of policies and practices ensures on-going refinement of behaviour tracking systems at a class and whole-school level. In close collaboration with parents, and working as a team, teachers continue to support students in their remediation of inappropriate behaviours and in the operation of 3-4 Step Behaviour Plans. Student responsibilities are regularly articulated and supported through the school’s Merit Award systems and in School Assemblies. Awards are issued regularly to individuals, class groups and sporting teams. The further development of the Class of the Week Scheme in 2008 and the operation of special awards, such as Lunch with the Principal have proven to be effective in encouraging positive behaviours.

The operation of a Buddy System, maintaining positive support networks between Stages 3 and Early Stage1, Stage 1 children has helped to sustain a positive climate of inclusion. Peer support training afforded Stage 3 students encourages seniors to take on the role of everyday peacemakers in conflict situations on the playground. Games Monitors and the provision of a wider range of play equipment have helped to improve play options and diminish stresses in playground activities. An improvement in playground behaviours has been a positive outcome of these initiatives.

Restorative Justice Principles continue to be fundamental to the school’s system of behaviour management. Members of the Marist Brothers Team and Behaviour Management specialists from the Catholic Education Office assisted in matters of mediation involving instances of persistent bullying evident in 2008.

A Centacare Counsellor works within the school one day a week to deliver support to students and families experiencing difficulties. Children exhibiting socialisation, emotional or behaviour issues are recommended for individualised support and attention. The Counsellor liaises with School Executive in the recommendation of support strategies for individual children.

Parental support of behaviour management initiatives and interventions is intrinsic to levels of effectiveness. Parents are welcomed into partnership with staff from the outset. In the Kindergarten Transition Program opportunities for involvement are outlined clearly. Parental involvement is welcomed at all stages. Distribution of Annual School Calendars and regular up-dates in fortnightly Newsletters work to maximise opportunities for parental engagement in the life of the school. The element of Class Performance introduced into this year’s schedule of School Assemblies has been effective in encouraging increased parental participation.

Parental involvement and feedback are seen as important elements in the process of renewal at St Patrick’s. Any parent, student or community member who has an issue of concern or grievance has the right to have this addressed. Parents are advised that Complaints and Grievance Procedures can be found on the Catholic Education Office website: www.ceo.woll.catholic.edu.au. In compliance with the NSW Reform Act 1990, Corporal Punishment is banned in all schools within the Diocese of Wollongong. Access to all policies and guidelines can be obtained at the School Office or on-line.
Financial Summary

During 2008 the school’s P&F Association allocated funds to support expenditure in the following projects:

- Hospitality and Welcome,
- Audio-visual equipment,
- Educational resources,
- Playground equipment, and
- School signage.

In total, the P&F allocated $3,320.50 for the above purchases. This coupled with the on-going commitment to the maintenance of a Catholic Development Fund Technology Loan- (quarterly payments $1,405.00) brought P&F financial contribution to the school to $8,940.50.

P&F annual support of school along with $6,885.60 School Enhancement and Debt Servicing Obligation (SEDSO) contributions, provided for maintenance of school premises and grounds, helped to support the delivery of a quality learning and teaching experience at St Patrick’s.

The following graphs reflect the aggregated income and expenditure of St Patrick’s Parish Primary School for the year ended 31 December 2008. This data is taken from the 2008 financial return to the Australian Government Department of Education, Employment and Workplace Relations.
The System Administration payment covers expenditure areas such as salaries and salary related expenses, curriculum support, professional development and provision for new schools.

Finance has been approved for the long-awaited, much-needed playground remediation. Work scheduled for the summer vacation period will encompass the following:

- Removal of concrete surfaces,
- Establishment of hard surface play areas,
- Installation of soft play- grassed areas, and
- Relocation of the Infants’ Adventure Playground.

The program of works will ensure duality of function in the provision of play and parking options for both the school and Parish and will provide additional play options for the students.

**Learning & Teaching**

**Introduction**

St Patrick’s Parish Primary School is a Catholic educational community where individuals are valued and encouraged to achieve their optimum potential. Learning and Teaching at St Patrick’s is facilitated in compliance with Board of Studies requirements. The syllabus documents of each of the Key Learning Areas (KLA’s) are followed. The Diocese of Wollongong Religious Education Curriculum is given priority and is implemented in all stages.

The 2008 scholastic year has seen the implementation of initiatives designed to enhance student learning. Staff, sharing a commitment to this endeavour, has worked collaboratively to introduce new operational models and methodologies at stage levels. Much enterprise has been directed to exploring the process of differentiating the curriculum for the benefit of all students and to establishing a learning community, which acknowledges staff and students as co-learners. Collaboration in strategic planning and in engagement in school-based professional learning has set the foundation for school renewal and improvement in 2008 and beyond.

Staff has displayed high levels of professionalism and a dedication to the students of St Patrick’s in their commitment to and engagement in, the Diocesan process of School Review and Improvement initiated this year.

**Curriculum and Pedagogy**

*Syllabus Implementation*

Whilst curriculum initiatives implemented in 2008 have been primarily centred in the key areas of Religious Education, Literacy and Numeracy, Scope and Sequences have been developed
for all Key Learning Areas to ensure that all outcomes are covered throughout each scholastic year. The development of each scope and sequence has facilitated high levels of professional dialogue around issues of Stage appropriate content and class-based assessment. The move towards a Stage-based approach to the delivery of teaching and learning in certain aspects of the curriculum has resulted in the development of Teaching Teams. The sharing of skills and talents within these teams has enhanced learning opportunities for our students.

**Learning & Teaching**

Engagement of staff in professional workshops helped to ensure consistency of reporting across the KLA’s. Learning Community Project (LCP) and School Review and Improvement (SRI) has highlighted the school’s focus throughout 2008.

**Assessment and Reporting**

Quality assessment practice provides the foundation from which rich and varied learning experiences, appropriate to developmental stages and individual needs, can be implemented. Assessment occurs in all Key Learning Areas and is clearly defined in teacher Programs. An Assessment and Reporting Scope and Sequence is currently being developed by staff and will be implemented in 2009.

Student achievement is reported to parents in a variety of forums throughout the year. Information is relayed in informal and formal parent/teacher/student interviews and in written reports issued, in accordance with Diocesan Policy, twice a year. Report formats incorporate the A-E rankings in compliance with government regulations.

A variety of assessment strategies currently utilized to chart student progress and inform teaching includes:

- NAPLAN - National Assessment Program in Literacy & Numeracy
  - Years 3 & 5
- Religious Literacy Assessment
  - Year 4
- ELA - Early Literacy Assessment
  - Year 2
- SENA –Early Numeracy Assessment, Early Stage 1, Stage 1
  - Kinder, Years 1,2
- Diocesan Religious Literacy Assessment
  - Year 4

Assessment is an area for continued focus and improvement in 2009.

**Integration & Technology Supporting Learning**

Within the school’s Learning Communities Project, staff members continued to explore contemporary pedagogical frameworks upon which meaningful integration could be structured to improve learning outcomes for students.

The integration of technologies to enhance learning across all Stages continues to be a priority at St Patrick’s. In 2008 all classes received additional in-class ICLT instruction and support through the operation of collaborative teaching sessions. Facilitated by the ICLT Coordinator,
working in conjunction with classroom teachers, these sessions skilled children in the practical application of a wide range of technologies and computer software.

Collaborative teaching episodes were negotiated with the ICLT Coordinator and teachers before the commencement of each new term. This team approach and the ever improving computer literacy levels of staff helped to create a technology-rich learning environment for our students.

Two factors crucial to the effective integration of computers and technologies to enhance learning outcomes for students in 2008 have been:

- the evolving role of the Library Learning Centre Coordinator and the impact of her changing role on the level of collegial support for professional development and meaningful integrated learning opportunities, and
- P&F commitment to the provision of financial support for the purchase of new ICLT equipment.

Student access to the internet through the school’s bank of laptops, class computers and an ever-increasing range of other technologies means that they are exposed to many ways of presenting their work. Their working knowledge and proficiency in utilising word processing, PowerPoint, imovie and digital technologies is developed in integrated experiences across the Stages. Developing literacy competencies have been showcased by students in class assemblies throughout 2008.

**Cross Curriculum**

**Literacy**

Student Literacy continues to be given high priority within the school. The importance it holds as a Key Learning Area is reflected in the on-going operation of a Literacy Committee, and in the allocation of staff to the support of programs in Early Stage One and Stage 1. Class Programs, timetables, the allocation of resources and the budget allocation to professional development of teachers in the area of Literacy also reflect its importance as a major priority at St Patrick’s. The 2008 School Budget provided an allocation of $1,500 to facilitate the purchase of reading material to support class based Programs and Home-Reading schemes. Increased funding secured additional School Support Officer time to support teachers’ Programs and children at risk

Reading Recovery is a highly successful Program providing support in early Literacy to Stage 1 learners. In 2008, the program embraced 7 Year 1 students in a daily program of individual intervention. Assistance provided saw each of these students returned to the mainstream at a cohort appropriate reading ability.

**Numeracy**

Numeracy is an ongoing priority at St Patrick’s. Teaching staff were afforded valuable professional learning opportunities in this KLA. Years 5 and 6 teachers initiated Stage based
learning opportunities for students. Working in organised ability levels, students were afforded access to a program offering extension, enrichment and support appropriate to individual needs.

Staff commitment to collaborative planning sessions outside of normal school hours was indicative of their shared commitment to the project and significant to its effectiveness.

**Indigenous perspectives** are implemented and addressed in integrated units across the KLA’S in all grades. Studies undertaken in Human Society and its Environment (HSIE), Religious Education (RE) and Visual and Creative Arts provide meaningful opportunities for integration at all levels.

Funding allocated to improve learning gains in both Literacy and Numeracy helped to deliver specialist tuition and extra School Support Officer time to assist targeted indigenous students. The implementation of the Even Start Program, a Commonwealth Government initiative, operated strategic intervention for Stage 3 students identified as experiencing learning concerns in Numeracy.

**Meeting the Needs of All Students**

Curriculum differentiation through the development and implementation of the Learning Community Project has been one of the main priorities for 2008. Teachers have participated in several professional learning workshops focused on an exploration of Diversification in Learning. Work done in this area has sought to assist teachers in the development of sound teaching practice aimed at catering for the individual needs of students. As a result of engagement in such courses, staff have embedded and implemented a variety of thinking strategies including MI Matrix, Thinker Keys, Bloom’s Taxonomy and Multiple Intelligence into class Programs and assessment practices.

Staff members have embraced and employed a number of learning frameworks and thinking strategies to enhance student learning. These have enabled teachers to cater for the diverse needs of students and to provide and promote quality learning experiences for all. This, along with meaningful integration of learning across Key Learning Areas has served to enhance learning gains for students.

Special needs students have been supported by programs devised by a specialist teacher. The school’s Special Education Coordinator continued to work with teachers and parents in the provision of Individual Education Plans for 15% of the student body. Implemented by classroom teachers with the assistance of School Support Officer staff, IEP helped to scaffold the learning of targeted students.

The ongoing operation of the Review Committee continues to reflect staff, shared commitment to the policy of *Early Identification and Intervention*. Working as a team, staff members worked to identify students requiring additional support in learning and in ensuring the delivery of the most appropriate intervention for students with particular and/or specialised needs.
Staff are continuously engaged in the process of developing, implementing sound learning and teaching practice, evaluating and critical reflecting on this practice. Transition Programs are implemented to offered assistance to children at points of entry to and exit from primary school. Collaboration with Catholic Education Office (CEO) Education Officers and personnel from neighbouring Catholic High Schools has provided assistance to students making the transition to secondary school.

Expanding Learning Opportunities

Students were provided with many opportunities to engage in learning acts beyond those offered in the normal school curriculum. Students participated in the Diocesan Public Speaking Competition, Wollongong Art Gallery Writing Competition and Diocesan Christmas Art Competition.

All classes (K-6) were involved in a Visual Arts Enrichment Program in Term 3 which culminated in the school’s inaugural Art Exhibition. The talents of every child in the school were represented in the visual display, along with those of students from Edmund Rice College, the Montessori High School and the Illawarra Grammar School. Seven Stage 3 children participated in a Visual Arts Enrichment Program. They joined students from two other Catholic schools in three workshop sessions held at St John’s School Dapto.

Engagement in the UNSW International Course of Competitions is an initiative of Educational Assessment Australia. It provides students with opportunities to gain a measure of their own achievement in an external assessment. It also provides teachers, parents and students with comprehensive reporting of results in Computer Skills, English, Mathematics, Science, Spelling and Writing. 53% of students in Stage 2 and 3 participated in the competitions. Of the grades distributed, 2% of participating students were awarded Distinctions, 18% Credits and 80% received Participation Certificates.

Twenty six Year 6 students took part in a program of instruction in the Japanese language. Lessons based on a modified NSW Department of Schools Network Beginner’s course offered instruction in elementary vocabulary around set themes – greetings, food, animals and numbers. Instruction was offered in 1 hour sessions held each fortnight.

Stage 2 and 3 students (53% of the student population) had the opportunity to work with a host of representatives from local sporting bodies including, Cricket NSW Development Team and St George Illawarra Dragons. A number of sporting teams have represented the school in Diocesan Gala Days in Soccer and Netball. Two senior students made selection to Mackillop teams with one going on to represent the Diocese of NSW level competition. One student was awarded a Federal Government Award for achievement in Sport while another won recognition for achievement in the area of community service.

The operation of an Active After School Communities project in 2008 offered further sporting opportunities for the benefit of students. Funded by the Australian Sports Commission the program aimed at encouraging skills development and fitness enhancement. Facilitators from the University of Wollongong were supported in the operation of a highly successful program which will continue in 2009.
Student Achievement

The school uses a variety of assessment strategies at key points in the learning framework. These include teacher observation, projects and presentations. The school also participates in the National Assessment Plan for Literacy and Numeracy (NAPLAN) for the purposes of diagnosing individual learning needs and reviewing whole class teaching programs. Information on student progress is communicated on a regular basis and external assessment results are discussed with parents on an individual basis annually.

Religious Literacy Assessment

The school cohort consisted of 23 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 1 September and 25 completed the Extended Task (Part B). The Extended Task is based on the Unit One With God’s Creation and was completed during the first half of Term 3.

The performance of each student was described as developing, achieving or extending.

The Religious Literacy Assessment program for Year 4 students was successfully implemented within our school in 2008.

In Part A students showed a high level of performance in their knowledge of religious tradition. This was particularly evident in their ability to identify key symbols, signs and rituals and in their understanding of the creation story of Genesis.

Student responses showed a need for them to develop their capacity to work with/apply Religious traditions in their ability to relate scripture to liturgical seasons and identify parts of the Liturgy of the Word. Responses in Part B demonstrated student ability to creatively apply their religious knowledge.

For Part A 35% of students were placed in the developing level, 65% in the achieving level and 0% were in the extending level.

For Part B 28% of students were placed in the developing level, 52% in the achieving level and 20% were in the extending level.

Combining Parts A and B, 26% of students were placed in the developing level, 70% in the achieving level and 4% were in the extending level for Religious Literacy.

NAPLAN

Introduced in 2008, NAPLAN involved Years 3 and 5 students in common tests in Reading, Writing, Language Conventions (Spelling, Grammar and Punctuation) and Numeracy. Each child’s achievement was measured and reported against common national assessment scales. Year 3 results were reported in Bands 1-6, Year 5 in Bands 3-8 with bands 6 and 8 representing the highest attainment in each band respectively. 16 Year 5 students and 25 Year 3 students participated in the inaugural NAPLAN.
NAPLAN results and reports are valued as important components of the school’s overall assessment package. Information provided has been analysed at a school level to help determine individual learning needs and to direct future teaching programs.

**NAPLAN Results**

**Year 3**

**Literacy:**

0% of students were in Bands 1 and 2, 60% in Bands 3 and 4, with 39% in Bands 5 and 6 in overall Literacy. In Reading 9% performed in Bands 1 and 2, 65% in Bands 3 and 4, 26% in Bands 5 and 6. In Writing 0% performed in Bands 1 and 2, 33% in Bands 3 and 4, 67% in Bands 5 and 6. In Spelling 13% performed in Bands 1 and 2, 59% in Bands 3 and 4, 29% in Bands 5 and 6. In Grammar and Punctuation 8% performed in Bands 1 and 2, 66% in Bands 3 and 4, 25% in Bands 5 and 6. The best performance was Writing, followed by Reading.

**Numeracy:**

17% of students were in Bands 1 and 2, 66% in Bands 3 and 4, with 17% in Bands 5 and 6 in Overall Numeracy. In Number, Patterns and Algebra 21% performed in Bands 1 and 2, 62% in Bands 3 and 4, 16% in Bands 5 and 6. In Measurement, Data, Space and Geometry 17% performed in Bands 1 and 2, 54% in Bands 3 and 4, 30% in Bands 5 and 6. The best performance was in Measurement, Data, Space and Geometry followed by Number Patterns and Algebra.

**Year 5**

**Literacy:**

12% of students were in Bands 3 and 4, with 70% in Bands 5 and 6 and 18% in Bands 7 and 8 in Overall Literacy. In Reading 18% performed in Bands 3 and 4, 65% in Bands 5 and 6, 18% in Bands 7 and 8. In Writing 18% performed in Bands 3 and 4, 71% in Bands 5 and 6, 12% in Bands 7 and 8. In Spelling 18% performed in Bands 3 and 4, 59% in Bands 5 and 6, 24% in Bands 7 and 8. In Grammar and Punctuation 18% performed in Bands 3 and 4, 70% in Bands 5 and 6, 12% in Bands 7 and 8. The best performance was Writing, followed by Reading.

**Numeracy:**

17% of students were in Bands 3 and 4, 47% in Bands 5 and 6, with 24% in Bands 7 and 8 in Overall Numeracy. In Number, Patterns and Algebra 29% performed in Bands 3 and 4, 53% in Bands 5 and 6, 18% in Bands 7 and 8. In Measurement, Data, Space and Geometry 30% performed in Bands 3 and 4, 47% in Bands 5 and 6, 24% in Bands 7 and 8. The best performance was in Measurement, Data, Space and Geometry followed by Number Patterns and Algebra.
St Patrick's Primary School
Port Kembla
Student Achievement 2008

National Assessment Program Literacy and Numeracy
Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) was introduced for students in Years 3 and 5 in May this year. NAPLAN replaces the previous State-based Basic Skills Test and the results provide valuable information about student achievements in Literacy and Numeracy. Analysis of the results is used at school level to support the enhancement of literacy and numeracy outcomes for all students. Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. Please Note: Figures have been rounded to the nearest whole number.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td>School 9%</td>
<td>65%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>41%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 0%</td>
<td>33%</td>
</tr>
<tr>
<td></td>
<td>National 10%</td>
<td>45%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 13%</td>
<td>59%</td>
</tr>
<tr>
<td></td>
<td>National 16%</td>
<td>45%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 8%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>National 18%</td>
<td>40%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 17%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

Student Achievement of National Minimum Standard

The lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) represents students who are achieving BELOW the National Minimum Standard (NMS) in each aspect of NAPLAN. Students in the second Band for each year (Band 2 in Year 3 and Band 4 in Year 5) represents students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.

<table>
<thead>
<tr>
<th>NAPLAN 2008: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School 100%</td>
<td>94%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>92%</td>
</tr>
<tr>
<td>Writing</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 94%</td>
<td>93%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School 96%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 93%</td>
<td>93%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School 100%</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National 97%</td>
<td>94%</td>
</tr>
</tbody>
</table>
Parent, Student & Staff Satisfaction

Results indicate high levels of affirmation from key stakeholders who participated in the 2008 School Review and Development Surveys. Participation comprised responses collected from the student body, staff and families.

All participating Stage 2 students demonstrated pride in their school, are positive about their teachers and all that the school has to offer. All indicated that they feel safe at St Patrick’s and that their teachers encourage them to learn to the best of their ability.

Analysis of parent responses revealed that most believe that their children are challenged to meet their optimum potential and that teachers strive to meet student individual needs. Some parents felt that the system of reporting student progress could be improved. School focus on Assessment policies and practices will lead staff in a review of systems of reporting to parents in 2009.

Parents, staff and students share a common belief that the school effectively supports the teaching of Catholic faith and tradition. Most parents responded that they were happy with the range of extra-curricular activities provided at school for the children.

Review of staff responses reveals that staff is generally very positive in all areas covered. Students and most parents believe that the school offers a safe and supportive environment for the children entrusted to our care.

School Review and Improvement

School Review and Improvement is an ongoing process of self-evaluation measured against a commonly agreed set of criteria. By the end of 2008 all school have begun the transition to the new School Review and Improvement process.

School Review and Improvement components reviewed in 2008:

Key Area 1. Catholic Life and Religious Education
   1.1 Vision and Mission

Key Area 2. Students and their Learning
   2.2 Rights and responsibilities

Key Area 3. Pedagogy
   3.3 Teaching practices
   3.5 Assessment
School Review and Improvement components to be reviewed in 2009:

Key Area 1. Catholic Life and Religious Education:
   1.4 Parents, parishes and the broader Church

Key Area 2. Students and their Learning:
   2.3 Reporting Student Achievement

Key Area 3. Pedagogy:
   3.6 School climate, learning environment and relationships

Key Area 5. Resources, Financing and Facilities
   5.2 Use of resources and space