About This Report

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

The Annual School Report to the Community for this year provides the school community with fair, reliable and objective information about school performance measures and policies, as determined by the Minister for Education and Training.

The Report also outlines information regarding School Review & Improvement 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.

Accordingly, the Report demonstrates accountability to regulatory bodies, the school community and the Catholic Education Office (CEO). This Report has been approved by Wollongong CEO to ensure compliance with all NSW Board of Studies requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the NSW Board of Studies, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2010.

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

St Patrick’s Catholic Primary School
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Port Kembla NSW 2505
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Website: www.sppkdow.catholic.edu.au

Parish Priest: Fr Hugh Dowdell

Principal: Mrs Bernadette Cooper
Date: 11 December 2009
Vision Statement

In accordance with the mission of the Catholic School as a centre of learning and evangelisation the staff of St Patrick’s School will:

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

Principal’s Message

It gives me great pleasure to present the 2009 Annual School Report. We at St Patrick’s are particularly proud of the successes, initiatives and renewal planning that have taken place within the school community this year. In the context of this document, we hope to provide an overview of all that has been achieved on behalf of your children.

Throughout the last twelve months, the school’s Leadership Team and staff have been supported in their shared commitment to the on-going delivery of quality learning and teaching by parents, parishioners and CEO personnel. All stakeholders have been important to the delivery of a rich program of learning opportunities for the students of St Patrick’s and to the process of renewal which will continue to shape the future of our school.

Parent Involvement

This year saw a dramatic change for the annual St Patrick’s Day Fete. Due to the restoration and beautification of the school yard, the Fete was held at the Port Kembla Senior College. This required a little more effort by all helpers to transport Fete items and equipment. However, the day was a great success producing a profit of $6,725.

The Mother’s Day Stall was well organised by diligent parent helpers and made a tidy profit of $766.

Due to the generous support of the St. Patrick’s community the Parents and Friends Association (P&F) were able donate a lap top trolley to the school at a cost of $1,529 and to maintain a Catholic Development Fund (CDF) Technology Loan which has helped the purchase of new resources to support our children’s learning.

Although this fund raising year has been very successful, the Canteen has unfortunately entered a period of decline due to various economic and product constraints. However, the P&F will, in conjunction with the School Executive and the Canteen Manager, continue to trial new ideas to ensure that the children retain and enjoy the Canteen services.

Parents and Friends Association, President
**Student Leadership**

We, as the senior leaders of St Patrick’s School, would like to say how magnificent these seven years have been for us and how the teachers have always been so supportive and helpful.

St Patrick’s community has given us many memories that will always last and will never be forgotten. 2009 gave us the opportunity to take part in a wide range of activities including the Wollongong Eisteddfod, a leadership camp at Stanwell Tops and the Remembrance Service held at the our local RSL Club. We were also able to attend the Diocesan Soccer and Netball Gala Days as well as performing in Circus Splendida. This school musical was one of the most entertaining performances that we have been part of. The concert filled us with fun and laughter.

From Kindergarten to Year 6, the teachers of St Patrick’s have taught us many new skills that will help us through the challenging years of high school. Our class has taken up many roles such as Peer Support, Student Council and Mission Support. We have also gone on excursions that have helped us with work in class.

We have enjoyed our time at St Patrick’s and wish everyone the best in the future.

*School Captains, Student Council*

**School Profile**

St Patrick’s Catholic Primary School is a Catholic Systemic co-educational school located in Port Kembla. The school caters for a primarily working-class, multicultural community. Current enrolment of 130 students encompasses 97 families drawn from varying socio-economic and ethnic backgrounds – including Chilean, Filipino, Vietnamese, Thai, Korean and numerous European nationalities. The school’s student population is currently arranged in single-streamed classes from Kindergarten to Year 6.

In this, the ninety-first year since the establishment of the school, the spirit of renewal/change became increasingly evident. It was most apparent at the commencement of Term 1 in redefined learning and playground spaces. It has been reflected in operational models trialled by staff, in an array of class-based initiatives and in the rich program of professional learning staff has engaged in. The focus throughout the year has been centred on maximising student learning and improving educational outcomes for all.

The hope of increased funding to support this endeavour is evident in current Government initiatives including the Building the Education Revolution (BER) and National School Pride (NSP). The implementation of these projects will see the construction of a large Covered Outdoor Learning Area (COLA), an extension to the Library Learning Area and minor
refurbishment of Infants’ Learning spaces. The capital works projects, due for completion in 2010, will provide students with an enhanced learning environment.

**Student Enrolments**

<table>
<thead>
<tr>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>61</td>
<td>69</td>
<td>130</td>
<td>1</td>
<td>53%</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exist to assist schools in the equitable prioritising of enrolment applications and in order to ensure that the requirements of State and Commonwealth legislation are met. This documentation can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to this Diocesan Policy in 2009.

**Student Attendance**

<table>
<thead>
<tr>
<th></th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>89.2%</td>
<td>97.1%</td>
<td>97.6%</td>
<td>96.7%</td>
<td>95.4%</td>
<td>93.5%</td>
</tr>
</tbody>
</table>

In accordance with NSW Board of Studies requirements, school attendance is carefully monitored. Teachers operate roll call daily, recording absences according to prescribed guidelines. Unexplained absence and patterns of late arrival are reported and acted upon by administration staff. Contact with parents/carers is initiated by the Principal in instances where an unexplained absence exceeds 2 days. Patterns of non-attendance are initially discussed with Head of School Services and then action is taken in accordance with Catholic Education Office Schools Administration System (SAS 2000) Guidelines.

**Staffing Profile**

There is a total of 14 teachers and 4 support staff employed at St Patrick’s Catholic Primary School. This number includes 7 full-time, 7 part-time teachers.

**School Leadership**

The School Leadership Team is comprised of the Principal, Assistant Principal (AP), Religious Education Co-ordinator (REC) and Co-ordinator. Two part-time teachers provided Executive Relief, releasing leadership team members into Administration for planning one day each a week. Members of the leadership team take responsibility for the implementation and monitoring of initiatives in a range of areas – including Religion, Behaviour Management, Special Education and Curriculum.

**Specialist Teachers**

Part-time specialist teachers provide the delivery of teaching and learning in Literacy, Music and Physical Education (PE) – PE AND Music specialists operate programs one day a week.
respectively. A part-time Reading Recovery Teacher works in conjunction with the Literacy Co-ordinator to support literacy development, particularly reading in Stage 1. One of the classroom teachers took on the role as Numeracy Support Teacher, working four mornings a week to support the delivery of quality learning and teaching in Mathematics in Kindergarten and Year 1.

Administrative Staff

The school's Administration Team is generally comprised of 1 Senior School Support Officer and 3 School Support Officers. A leave arrangement in Terms 2, 3 and 4 necessitated the implementation of a flexible arrangement involving 2 Support Officers in the daily administrative activities of the school.

Ancillary staff include a cleaning firm provided by the Catholic Education Office and a part-time Canteen Manager. Hours allocated to the management of the Canteen were reduced to 9 per week in Term 4.

Teacher Standards

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

| Teaching qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* | 100% |
| Have qualifications as a graduate from a higher education institution within Australia within AEI-NOSR* guidelines but lack formal teacher qualifications | 0% |
| Do not have qualifications as above but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context | 0% |

*Australian Education Institution – National Office of Overseas Skills Recognition Staff Retention

Teacher Attendance and Retention

The average daily teacher attendance rate for 2009 was 93%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2008 to 2009 was 93%.

2009 saw the return of one permanent staff member at the end of the operation of a 2-year Flexible Work Arrangement. The establishment of another such arrangement for the 2010 school year sees the movement of a full-time staff member into a job share arrangement and the subsequent employment of a new, part-time teacher.

Full compliance with the Diocesan Staffing Formula implemented in 2006/2007 necessitates the reduction of teacher allocation by 0.2 fte which equates to 1 less teaching day a week. This attrition will be serviced in 2010 by a reduction of the Reading Recovery Teacher Allocation. Next year, Reading Recovery will continue to support early Reading in Year 1 but only in Terms 1 and 2.
According to enrolments in Term 1, this allocation will be able to serve the need for support presented within the current cohort. This arrangement will, however, be reviewed in Term 4 with a view to reinstating the current Reading Recovery format in 2011.

**Professional Learning**

Professional learning opportunities are crucial to the processes of School Review and Improvement (SRI) and within the context of personal Professional Pathways Planning. On this basis all members of St Patrick’s staff have been encouraged and supported in their participation in a range of professional learning experiences. During 2009 school personnel participated in a range of courses in the following focus areas:

- **Administration\Training**
  - ALICE Training (1 SSO)
  - SAS Training Day (2 SSO)

- **Assessment**
  - National Assessment Plan for Literacy and Numeracy (1 Teacher)
  - NAPLAN Analysis (1 Teacher)
  - AEDI Training (Principal, Teacher)

- **Curriculum**
  - Asian Languages Initiative – NALSPP Meetings (1 Teacher)
  - Leading Literacy/Numeracy Course (4 Teachers)
  - Numeracy, Improving Educational outcomes in Maths (3 Teachers)
  - Programming Compliance, System Focus Day (1 Executive Staff)
  - Differentiated Model of Giftedness (1 Teacher)

- **Diocesan Learning and Teaching Framework**
  - Diocesan Learning &Teaching Framework Meetings (3 teachers, Principal)
  - Diocesan Learning & Teaching Framework 1 Year On (2 Executive Staff)
  - Consistent Teacher Judgement – Using DLTF (3 Executive Staff)

- **Diocesan Forums**
  - Beginning Teacher Forums (1 Teacher)
  - Pastoral Care Forum (2 Teachers)
  - Special Education Forums (1 Teacher)
  - Challenges faced in Leading Catholic Schools (Principal)

- **Religious Education**
  - Religious Education Conference (1 Executive Staff)
  - Religious Literacy (1 Teacher)
  - Religious Literacy Marking (2 Teachers)
  - RE Certificate Course (4 Teachers)
  - RE Conference – Cosmology/Ecology (1 Teacher)
  - RE Marking Day (2 Teachers)
  - REC Retreat Day, Call To Life (1 Teacher)
  - Sexuality in the Catholic Context (1 Teacher)

- **Reading Recovery**
  - Reading Recovery Network Meetings (1 Teacher)
- Reading Recovery Support Teacher Days (1 Teacher)
- Reading Recovery Focus Groups (1 Teacher)

**Spirituality**
- Spirituality Courses Journey, Berakah (3 Teachers)
- National E-Conference on Journeys St Paul (Principal)

**Strategic Planning**
- School Review and Improvement Training (4 Executive Staff)
- Learning Communities Programs Planning (1 Teacher)

**Technology**
- Apple School Technology Day (1 Teacher)
- Diocesan ICT Day (1 Teacher)
- Learning Technologies Team Day (1 Teacher)
- Library Conference - Technology Literacies (3 staff members)

**Principal In-Services**
- Diocesan Principals’ Conference (2 Executive Staff)
- Principals Coaching Program (Principal)

School based professional learning opportunities have included the following:

- allocated Staff Professional Development Days focusing on elements of strategic planning – Catholic Identity, Mission and Vision, Staff Spirituality and Spelling in the context of the contemporary Literacy Program;
- school-based Spelling, Assessment and Numeracy Workshops across the Stages and involving all teachers from Kindergarten to Year 6;
- staff Inter-school visits – Corpus Christi, Nazareth, Narellan Vale and Kiama Catholic Primary Schools; and
- engagement of 3 staff members in St John’s (Dapto) Numeracy Staff Development Day.

School based expenditure supporting professional learning in 2009 totalled $4,475. This was in addition to expenditure on professional learning opportunities provided by the Catholic Education Office.

**Catholic Life & Religious Education**

The school’s Catholic identity, expressed in its motto - **Strength in Faith**, is reflected in all aspects of school life. It is evident in the school’s climate of affirmation and in the core values underpinning programs, procedures and relationships at St Patrick’s. Significant core values beyond those associated with the expression of our shared Catholic Tradition include doing your best, responsibility, respect, understanding, tolerance, compassion, justice and inclusion.

Areas of major focus in work undertaken to enhance the Catholic life of our community have included the on-going promotion of:
• staff spirituality – with staff engagement in Diocesan Religious Education and Spirituality course. Currently 28% of staff is completing the Diocesan Religious Education Certificate.
• the importance of prayer and reflection – as highlighted in opportunities for shared experiences in the daily life of the school and in the context of regular staff meetings.
• the concept of Ecological Conversion – reflected in the practical implementation of recycling procedures.

Central to the work of School Review and Improvement has been the revision of the School Vision and Mission Statements. After much reflection by the whole school community it is hoped that the launch and celebration of our new Vision Statement will take place in 2010.

The school continues to play an important role in the Parish and wider communities from which it derives its existence and unique characteristics. Members of the community come together in Parish-based Sacramental Programs, shared Liturgies and special celebrations. This year members of the School and Parish community combined in a celebration of the 25 Anniversary of one of the Franciscan Sisters in residence in St Patrick’s Parish community. In the celebration we expressed our gratitude for all that Sister Miriam and her community of Sisters has done, and continue to do to enhance the spiritual journeys of those they serve.

Student Leadership co-ordinated several Social Justice Initiatives, supporting Caritas Australia and the mission activities of our founding orders – the Josephite Sisters and the Franciscan Sisters of the Heart of Jesus. Financial support donated this year totalled $974. Food and gift donations also supported the St Vincent de Paul Christmas Appeal. The operation of the school’s Mission Support Team is integral to this work.

Staff members work to sustain and further develop close relationships between the school and the Parish. Parish Administrator Father Hugh Dowell provides the school community with opportunities for Mass, Reconciliation and Benediction. In the course of the year staff have met with Fr Hugh for the purpose of discussing planned class liturgies and regular meetings have been held with the Religious Education Co-ordinator.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the Diocese in 2009. This year the school cohort consisted of 20 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 7 September and 20 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. Students showed a high level of performance in their knowledge of religious tradition. This level of performance was particularly noticeable in their:

• knowledge of Jesus and his teaching;
identifying Christian ways of relating to others; and
recalling and identifying the Ten Commandments and their guiding principals.

The student’s responses showed a need for them to develop their capacity to:
recall the events of Holy Week; and
name the ways Jesus is present in the celebration of the Eucharist.

For Part A 26.3% of students were placed in the developing level, 63.2 % in the achieving level and 10.5% were in the extending level.

For Part B 10.0% of students were placed in the developing level, 75.0% in the achieving level and 15.0% were in the extending level.

Combining Parts A and B, 26.3% of students were placed in the developing level, 63.2% in the achieving level and 10.5% were in the extending level for Religious Literacy.

Financial Summary

During 2009 funds were allocated to support expenditure in the following major projects:

- Reinstatement of flexible partitions to facilitate stage based learning in the infants classes;
- Playground refurbishment;
- Installation of softplay – grass area;
- Installation of water harvesting system and associated water pump;
- Educational resources;
- Information Technologies; and
- Playground equipment.

Funds to support these initiatives were provided primarily through Government funding, Parents & Friends fundraising, Parish SEDSO account and school budget. A Catholic Development loan of $135,000 was procured to finance major playground upgrade. This loan will be serviced through the school’s SEDSO account over several years. SEDSO reimbursement for 2009 totalled $22,220. This funding was utilised to support a range major maintenance works, including plumbing, electrical and grounds & building maintenance.

The Federal Government’s Building the Education Revolution and National Schools Pride Program is bringing to the school $925,000 for major building refurbishments for 2010.

The following graphs reflect the aggregated income and expenditure for St Patrick’s Catholic Primary School for the year ended 31 December 2009. This data is taken from the 2009
financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

**Student Welfare**

Staff of St Patrick’s share a commitment to the provision of a safe and supportive environment for all students. Along with parents and students, teachers work collaboratively to maintain a climate of positive affirmation, welcome and inclusion. This focus is clearly articulated at the point of entry into school in the Welcome Ceremony held within the Transition to School Orientation Program.

Central to the provision of a safe, supportive school environment at St Patrick’s is the premise of partnerships in education. High levels of collaboration exist at a staff level. Shared
ownership of behaviour management issues is evident in the pattern of regular meetings, daily monitoring procedures and in the careful analysis of records kept. Staff work collaboratively to identify students requiring support and patterns of behaviour requiring remediation. Open dialogue at Staff Meetings, interviews and regular contact with parents are indicators of a team approach to the delivery of support to students.

Constant Affirmation of positive behaviours and student achievement are provided in the school’s Awards System. The maintenance of Sticker Books, weekly distribution of Merit Certificates, Class of the Week Award, weekly playground raffle focussing on good citizenship along with invitations to lunch with the Principal form part of the school’s rich and varied positive incentive scheme. In all interactions with students, staff members seek to reinforce positive behaviours.

The redefinition of Student Leadership roles at the end of 2008, increased student involvement in the maintenance of a safe and supportive environment at St Patrick’s. Engagement of all Year 6 students in a Student Leadership Conference early in Term 1 was utilised to highlight their shared responsibility and call to serve within their school community. Members of the Student Council worked consistently to improve play options by initiating and operating a range of engaging playground-based competitions. Their mid-year Chess Competition engendered a good degree of interest and enthusiasm across the Grades.

Peer support training for Years 5&6 was another highly successful initiative of 2009. This along with the operation of the school’s Buddy, Bus Monitor and Playground Mentoring Systems, and the inclusion of student-nominated Awards in weekly school assemblies combined to involve students in the exercise of care for one another.

A number of Pastoral Care initiatives implemented this year have been integral to the processes attending to student safety and welfare listed above. In conjunction with CatholicCare the school offers a counselling service. Operating on a fortnightly basis, this service offers support to students in need. Working to assist the development of key principles of resilience, flexibility, problem-solving and optimism the Counselling service helps to empower students in various aspects of their lives. A positive aspect of the service provided this year was the wrap-around support given to families outside of school-time.

Planning is currently underway to ensure the engagement of CatholicCare specialists in the delivery of class based workshops in 2010. Areas of focus will be determined by group dynamics and needs specific to class cohorts.

Catholic schools in the Diocese of Wollongong are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the Policy documents *Maintaining Right Relationships* and *Safe Work Environment* are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan *Complaints Handling Procedures* forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school
communities. These documents can be found on the Catholic Education Office website: www.dow.catholic.edu.au then go to the link Policies. No changes were made to these Diocesan documents in 2009.

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 by contacting the school office.

### Learning and Teaching

In accordance with the best tradition of Catholic education, staff of St Patrick’s continue to demonstrate a commitment to the delivery of a diverse, contemporary curriculum which caters for the needs of students across the learning continuum. Operating within a Learning Communities Framework, staff members work collaboratively to ensure their effectiveness in the attainment of this goal.

The 2009 scholastic year has seen a continuation of both school and system based initiatives designed to enhance and further promote teacher and student learning. This year all have combined to reflect on, improve and consolidate a variety of learning frameworks and pedagogies. Collegial support, professional learning and engagement in reflective practices have been valued as essential elements in the processes of review and improvement which have characterised this scholastic year.

### Curriculum and Pedagogy

All learning and teaching programs implemented at St Patrick’s fulfil NSW Board of Studies (BOS) and Diocese of Wollongong requirements. Compliance with mandated requirements is reflected in the courses of study offered across six key learning areas and in the study of Religious Education based on the Diocesan, ‘To Know, Worship and Love” Syllabus.

Working from the premise of **partnership in education**, teachers meet with parents formally and on request to discuss student needs and concerns. Student progress (Years1-6) is reported formally in written, graded reports twice each year and in mid-year Parent-Teacher Interviews. The Kindergarten teacher meets with parent’s mid-year to discuss student progress and issues written, graded reports only once at the end of the year. The continual shift towards full inclusion of students in a reflective interview process aims at meaningful engagement in personal goal setting.

Assessment was one of the key areas of focus within the school in 2009. Throughout the year, teachers were afforded increased opportunities to meet regularly with Stage partners for the purpose of assessment, reporting and team planning. The provision of opportunities for such important collaborative enterprise came out of the successful implementation of Phase 2 of our Learning Community Project and work undertaken in the process of School Review and Improvement (SRI). Work planned in the area of Diocesan Learning and Teaching Framework
will lead to further refinement of assessment tools and to the development of assessment plans.

Significant initiatives effecting change and enhancing the delivery of quality learning and teaching in 2009 have been centred in the core learning areas of Religious Education, Numeracy and Literacy – with a specific focus on Spelling. Working with an Education Officer from the Catholic Education Office, teachers were given opportunities to explore contemporary theories in the area of Spelling. Several Stage based workshops were implemented to facilitate the development of a whole-school approach to the teaching of Spelling and to review its place in contemporary Literacy programs.

The implementation of a Numeracy Improvement Program supported the delivery of quality teaching in Mathematics in Kinder and Year 1 as well as setting the foundation for future improvements in all Stages. Additional enrichment and enhancement in both Literacy and Numeracy was facilitated by the creation of a new Literacy and Numeracy Support role (LANS). A development of the Teacher Librarian position, this role has been particularly effective in addressing student Literacy and Numeracy learning in the primary classes.

The Introduction of a Personal Development, Planning and Review (PDPR) process assisted teachers to reflect upon and improve current teaching practice. Teachers were supported in the process of personal goal setting and in the determination of appropriate professional pathways through engagement with elected mentors within and beyond the school. Opportunities to observe best practice in other educational settings was provided in inter school visits. Exposure to different teaching and management styles underpinned improvements implemented across the grades. This was just one of the many initiatives which proved highly effective in supporting professional learning, improving pedagogy and encouraging best practice in teaching and learning in key learning areas.

The use and integration of an expanding range of Information Communication Technologies (ICT) in curriculum initiatives has also continued to promote and enhance student learning. Immersed in rich and diverse learning opportunities, students with access to a wide range of technologies and supporting softwares have been encouraged in the development of literacies needed in contemporary society. Programs at their disposal have included 1movie packages, SAM animation, and garage band, Keynotes, iphoto and kidpix. The quality of student presentations shared in the context of School Assemblies, Diocesan Religious Literacy Assessment, Student Leadership processes – along with a range of activities completed across key learning areas in different Grades is reflective of the meaningful integration of technologies at St Patrick’s. The role of LANS personnel in the management/utilisation of resources is significant to the success and quality of class-based programs.

The P&F commitment to the refinancing of the school’s Technology Loan supports student access to new technologies. P&F fundraising activities enabled the school to ensure a 1:3 laptop access ratio and to purchase 2 iMac desktop computers, 4 laptops, 2 laptop trolleys, 1
HP laser printer, 1 colour laser printer, 2 Brother laser printers and 1 fax machine. The ICT Committee works to oversee the purchase of appropriate technologies to enhance student learning at all Grade levels.

Cross-Curriculum

Priority given to Literacy and Numeracy in 2009 was reflected in class programs, in budget allocation of resources, in professional learning opportunities for staff and in the organisation of School Support Officer timetables. The Literacy Plan provided an allocation of funding to support skill development in all Stages. This included additional School Support Officer and Specialist teacher time in classes along with the purchase of new resources. A range of books and novels were purchased to complement class libraries and support home reading. Timetables were implemented to ensure key learning time was valued and additional support given to teachers to integrate literacy into other key learning areas.

The Reading Recovery Program, an integral component of the school's Literacy Plan, provided support to 39% of Year 1 students in the development of early literacy skills. In all, seven students were discontinued off the program and returned to mainstream literacy programs with stage appropriate reading levels.

The high priority given to Numeracy was reflected in the valuable professional learning opportunities provided in this KLA and in the high levels of collaboration evident between teachers across the stages. Years 5 and 6 teachers conducted Stage based mathematics activities. Students, working in ability levels had access to a program offering extension and enrichment in mathematics. Students in Early Stage 1 and Stage 1 classes became the beneficiaries of additional support in Numeracy programs within the context of a government-funded, Numeracy Improvement Project (NIPS). This resulted in an increased staffing allocation, increased opportunities for collegial support in planning, a resource audit and the compilation of a purchasing plan to replenish Maths resources.

Teachers continue to implement Indigenous perspectives across the curriculum. Integration occurs primarily in Creative Arts, Human Society and Its Environment and in Religious Education. Culturally appropriate teaching and learning resources are utilised to ensure the provision of indigenous perspectives.

An introduction to the language and culture of Japan is offered in the Asian Language Program in operation in Year 5. Twenty five children, take part in instruction for Japanese language for 1 hour per fortnight. This language program has been modified from the NSW Department of Schools Network Beginner’s Course. Recent involvement of the school-based co-ordinator in a Diocesan Asian Language Planning Group, and the Federal Government’s expressed commitment to the provision of Asian Languages in the Australian curriculum, augers well for the future development of the program.

The school’s Literacy, Numeracy and Asian Language initiatives were showcased in a Wollongong University Immersion Program in Term 4. Staff demonstrated current pedagogies
in sessions run for the benefit of a visiting group of educators from Hong Kong.

Meeting the Needs of all Students

Within the second phase of the Learning Communities Project – *Diversifying Learning*, teachers have embedded and implemented a variety of thinking strategies including MI Matrix, Thinker Keys, Habits of Mind, Bloom’s Taxonomy and Multiple Intelligences theories into their classroom practice, programs and assessment practices.

Staff members have also 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 been utilised to improve learning outcomes for students.

Special needs students continue to be supported by programs devised by a specialist teacher and through School Support Officer scaffolding of class-based activities. The Special Education Coordinator works with teachers and parents in the development of Individual Education Plans (IEP’s) for 7.69% of the student body. Implemented by classroom teachers in consultation with School Support Officers (SSO’s), IEP’s helped to scaffold the specific learning needs of these targeted students.

The operation of the Student Support Committee reflects a shared commitment to early identification and intervention policies at St Patrick’s. Committee members work closely with classroom teachers to ensure the delivery of the most appropriate intervention and support for students with particular learning or behavioural needs. At times this has brought staff into close collaboration with Specialist Education Officer’s and Educational Psychologists from the Catholic Education Office along with experts from agencies in the wider community. Issues presented this year have led to additional interaction with a wide range of organisations including the South Coast School for Children with Autism, SESIAH Speech Pathology Unit the Illawarra Childcare Services and Marist Brothers Youth Care Restorative Justice Team.

Transition Programs operated in 2009 offered assistance to children at points of entry and exit to primary school. Interaction with CEO members and personnel from neighbouring Catholic High Schools provided assistance for students in transition to the secondary stage of education. School visits organised in 2009 sought to ensure a fluent and seamless transition into high school and to assist in the determination of the most suitable secondary placement of students.

Expanded Learning Opportunities

Opportunities for enrichment and extension were offered through class program, engagement in Diocesan competitions and in Performing Arts productions. All reflect a school vision which embraces the delivery of a quality primary school experience in the best Catholic tradition.
This year students participated in the Wollongong Eisteddfod, the Diocesan Public Speaking Competition, Writing Competitions and Diocesan Christmas Art Competition, several Drama enrichment workshops and a school-based Talent Quest. Staff and students were involved in a Drama performance called, *Circus Splendida*. The Term 3 performance of this musical extravaganza drew an enthusiastic audience of over 450 friends to the Senior College Auditorium and set the foundation for future presentations.

Engagement in the University of NSW International Competitions, an initiative of Educational Assessment Australia, provided students with opportunities to gain a measure of their own achievement in an external assessment experience. 39% of students in Stage 2 and 3 participated in the competitions. The grade distribution saw 14% of children attaining Credit status, with 86% gaining Participation Awards. These grades were awarded in a range of tests in Computer Skills, English, Mathematics, Science, Spelling and Writing. Teachers, parents and students were provided with comprehensive reports highlighting.

12% of Stage 3 students were offered further Numeracy enrichment opportunities through their engagement in the Australian Mathematics Trust Competition. The grade distribution awarded in this forum saw 40% of involved students scoring Credit passes, with 60% receiving Participation Certificates.

Expanded learning opportunities were afforded students in Early stage 1 and Stage 1 in a Road Safety, Bike Education Program initiated in conjunction with the Lake Illawarra Police Citizen’s Boys’ Club. Working in practical workshops with trained professionals at the facility, 49 K-Year 2 children were taught important lessons pertaining to road safety.

Stage 2 and 3 students worked with a host of representatives from local sporting bodies including, Cricket NSW Development Team and St George Illawarra Dragons. Weekly Sport and Physical Education opportunities were embraced and celebrated, along with opportunities to represent the school in a number of sporting disciplines. 21% of our students represented the school in the Diocesan Swimming Carnival, 22% in Diocesan Cross Country and 25% in the Regional Athletics Carnival. Two teams represented the school in the Soccer Gala Day and four participated in the Netball Gala Day. Five of our talented students participated in Diocesan Sports Trials in Athletics, Rugby League and Soccer with three winning selection to Diocesan Cross Country and Athletics Teams. One of our senior girls was awarded the prestigious Diocesan Red Sports Medallion in acknowledgement of her achievements in athletics and a senior boy’s selection to the Diocesan Cricket Team will see him competing at the State level in this sport in 2010.

An Active After School Care (AAC) program promoting skill development and a healthy lifestyle for students has been in operation again this year. Funded by the Australian Sports Commission and facilitated by the University of Wollongong as part of health and lifestyle awareness, the program operates twice a week outside of school hours. 22% of the student
body, from K-Year 6, participated in the program. The project’s successful application has ensured its continuation in our school in 2010.

Healthy lifestyle alternatives have been central to the operation of a Student Council Breakfast program and to the introduction to a daily munch and crunch time across the Grades. Within this initiative students are invited to bring in fresh vegetables and/or fruit to eat during their morning block to maximise their engagement in learning.

Student eating habits and the correlation between diet and learning potential have been the focus of a university study involving 8.46% of our student body over several years. In conducting the research project, Professor Jennifer O’Dea from the University of Sydney has liaised closely with the school and parents of the participants.

### 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 Program 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.

### NAPLAN

The NAPLAN was introduced for students in Years 3 and 5 in May 2008. 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.

In 2009 all students in Years 3 and 5 participated in the NAPLAN tests -34.6% of the total student body. The students’ ability was tested in Literacy – including reading, writing, punctuation grammar and spelling and Numeracy – including number, patterns and algebra, space and measurement.

The students in Year 3 have achieved above the National mean in writing, grammar and punctuation and overall Literacy. In Numeracy, Year 3 students performed just below the national mean.

The students in Year 5 are above the national mean in writing. In Numeracy, the Year 5 students were just below the national mean. The students demonstrated more learning gains in Literacy than in Numeracy. An area of particular gains was the writing strand in Literacy.

Data received pertaining to student performance in all strands was analysed and discussed at a whole-staff level. The analysis of results assists in the:
• determination of whole-school curriculum focus and planning;
• prioritising of learning areas; and
• engagement of teachers in appropriate professional learning development of student support provisions.

In responding to the analysis of this data – a developmental approach to teaching of Literacy with the focus on punctuation, spelling and grammar will be established to support learning across the grades. Professional Development in this area has already been targeted this year. Work has begun to develop a consistent and formalized approach to assessment, allowing for data to be tracked throughout each grade. Staff are currently planning in aspects of Numeracy to improve overall educational outcomes for all students. Data collated and analysed provides evidence to inform the School Review and Improvement process.

Student Achievement in Bands

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 % in Bands</th>
<th>2009:</th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
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<tr>
<td>Reading</td>
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<td>60%</td>
<td>35%</td>
<td>12%</td>
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<tr>
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<td>40%</td>
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<td>20%</td>
</tr>
<tr>
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<td>70%</td>
<td>4%</td>
</tr>
<tr>
<td></td>
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<td>45%</td>
<td>45%</td>
<td>18%</td>
</tr>
<tr>
<td>Spelling</td>
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<td>55%</td>
<td>45%</td>
<td>44%</td>
</tr>
<tr>
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<td>44%</td>
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<td>19%</td>
</tr>
<tr>
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<td>20%</td>
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<td>35%</td>
<td>49%</td>
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</tr>
<tr>
<td>Numeracy</td>
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<td>45%</td>
<td>32%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>16%</td>
<td>50%</td>
<td>32%</td>
<td>18%</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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Assessment both of and for learning occurs in all KLA’s and is clearly defined in teacher programs. A variety of assessment strategies (diagnostic, formative and summative) are utilized at key points in the learning and teaching framework. The range of external assessment mechanisms which are utilised in the school’s Assessment Scope and Sequence plan in Literacy and Numeracy include:

- National Assessment Program Literacy and Numeracy (NAPLAN) - Literacy and Numeracy – Year 3 and Year 5;
- Religious Literacy – Year 4;
- Diocesan based Early Literacy Assessment (ELA) – Early Stage1 and Stage 1; and
- Early Numeracy Assessments (SENA) – Early Stage 1, Stages 1 and 2.

### Parent, Student & Staff Satisfaction

#### Parents

At St Patrick’s we strive to have collaborative approach to all aspects of school life ensuring all members of the school community have the opportunity to contribute to direction and decision-making.

Parent satisfaction was gauged using survey, Parent information Evenings and general communication throughout 2009. 20% of families responded to the survey. All respondents indicated satisfaction with the school’s approach to developing the Catholic Life in the school. Mission activities and assemblies were great examples of faith in action. 95% respondents were pleased with opportunities offered by the school to be involved and 87% were happy that students were being challenged to maximise their learning outcomes. A small number of respondents, 13% indicated that an improvement was needed here.
All respondents were in agreement that the school strove to meet each child’s individual learning needs. 85% of respondents were pleased with the information provided by the school about the child’s progress with fifteen percent wanting additional information. Respondents were generally pleased with the range of co-curricular activities with a small group 15% wanting more. All respondents were pleased with the interest shown by the teachers in the welfare of the children. 90% respondents felt that the school provides a safe and supportive environment through it’s Behaviour Management Policy, OH&S procedures and it’s Emergency Evacuation and Lockdown procedures. All respondents were in agreement that the school informed them and communicated information about activities and events through the revamped Newsletter, Website, Annual School Calendar and regular assemblies.

Students
A selection of students from the primary and the infants were surveyed. In all 37 Years 2 and 3 students participated in the survey – 28% of the student population. 100% respondents indicated satisfaction in the school’s approach in developing their knowledge and understanding of Catholic life and traditions. 100% felt that teachers encouraged them to learn to the best of their abilities. All respondents showed an understanding of their rights and responsibilities. Most children indicated that they felt safe at school although some did not agree. However, 100% indicated that they knew where to go when they felt unsafe. 92% of students surveyed felt that ample sporting opportunities were available at their school.

Staff
Staff indicated a high level of satisfaction with the school’s role in developing our Catholic Life for our students. All respondents were pleased with student understanding of rights and responsibilities. All staff members were satisfied that the school strove to meet the individual learning needs of the students. Staff indicated that they provided appropriate information to parents about student progress. Teachers were satisfied that the school provides a safe and supportive environment. The maintenance of this will be continued focus for 2010.

School Review and Improvement

School Review and Improvement is an ongoing process of self evaluation measured against a commonly agreed set of criteria. It informs action planning at the school level to identify areas of strength and areas for improvement. Above all, Catholic schools must be good schools with a strong learning orientation and a strong sense of purpose. In all aspects of improving and developing, schools should be learning-centred, constantly striving for excellence and have the student as their primary focus.

School Review and Improvement components reviewed and rated in 2009:

- 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
  - 2.3 Reporting Student Achievement
• Key Area 3. Pedagogy
  - 3.3 Teaching practices
  - 3.5 Assessment
  - 3.6 School climate, learning environment and relationships

School Review and Improvement components to be reviewed and rated in 2010:
• Key Area 1: Catholic Life and Religious Education
  - 1.4 Parents, parishes and the broader Church
• Key Area 2: Students and their Learning
  - 2.4 Integration of Information and Communication Technology
• Key Area 3: Pedagogy
  - 3.4 Planning, programming and evaluation
  - 3.7 Professional learning
• Key Area 5: Resources, Finance and Facilities
  - 5.2 Use of resources and space
• Key Area 7: Strategic Leadership and Management
  - 7.1 Planning for improvement