St Patrick’s
Catholic Primary School
Port Kembla

Annual School Report
2010
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.

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:

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Port Kembla NSW  2505

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Parish Priest: Fr Patrick Vaughn
Principal: Mrs Bernadette Cooper
Date: 10 December 2010
Vision Statement

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

Message from Key School Bodies

Principal’s Message

The 2010 scholastic year has been an extraordinary year. In a year in which Australia witnessed the Canonisation of its first Saint, St Mary of the Cross, our school community had much to celebrate. Whilst characterised by a spirit of reflection and thanksgiving around the charism of our foundation Sisters, the year was also defined by signs of continuous review and development. The Government’s stimulus packages – National School Pride and Building the Education Revolution, brought a capital investment of $925,000 into our school. Construction works encompassed the erection of a playground Covered Outdoor Learning Area (COLA), the refurbishment of three classrooms and the creation of a new Library Learning Centre with a technology hub. The provision of improved facilities will do much to assist the delivery of improved educational opportunities for current and future generations of children. Much was achieved in the building works and in the policies of School Review and Improvement (SRI) to generate a heightened sense of hope for the future of the school.

The installation of Father Patrick Vaughn as Parish Priest in Port Kembla was significant in marking the commencement of a new era in the life of our Parish and School. Father played a significant role in welcoming 24 new children into the 2011 Kindergarten cohort. All members of staff have been enlivened by his commitment to the community and his acknowledgement of the important partnership between School and Parish.

St Patrick’s school community has, throughout its development maintained a commitment to the perpetuation of a climate of welcome and inclusion. This was made most apparent in the amalgamation of infants classes from St Francis of Assisi Catholic Primary School into our community in Term 4. The experience of sharing facilities brought many blessings in the form of new friendships, increased networks and opportunities for enrichment and growth. I was proud of the generosity of spirit demonstrated by all members of the community in this enterprise.

As a community we have much to celebrate in our review of the challenges and achievements of 2010. In presenting the school’s Annual Report for the year, I invite you to acknowledge all of the blessings shared.
Parent Involvement

The Parents and Friends’ Association (P&F) is a key parent group which promotes the involvement of parents in the education process, policy making and fundraising. In 2010 the P&F Association continued to provide a forum from which parents could bring parent perspectives to the school’s decision-making process, raise money for resources, collaborate in determining the priorities for the disbursement of funds and provide support for student services such as the Tuckshop. The year commenced with the annual school fete which was a success both financially and socially.

In 2010, the Parents and Friends Association continued their financial support by providing funds to purchase Information Technology (IT) equipment for the school. Through its activities over the last few years, the P&F were able to provide a $4,500 donation to purchase Information Communication Technology (ICT) equipment for the new library. This is in addition to their ongoing commitment to the maintenance of a Catholic Development Fund ICT Loan, used to purchase laptops for the children.

Parents and Friends Association, President

Student Leadership

There are two student leadership teams in operation in our school. This gives the students in Stage 3 lots of opportunities to become leaders. Both teams have worked very hard this year to make it a fun year for everyone.

Year 6 had a great final year at St Patrick’s. It started with a three day Leadership Camp held at Stanwell Tops’ Conference Centre. Everything about the Leadership Camp was fantastic! In first Term we also helped with the running of the annual St Patrick’s Day Fete. Due to the BER Building Project we held the Fete at the Senior College. It was a great success!

Our fund raising activities included early morning breakfasts, discos, busking activities, a World Cup Competition and a few novelty days where we sold milkshakes, lollies and ice-creams. The money raised helped to purchase Year 6 Sports shirts and supported end-of-year and Graduation activities. In total, student leaders donated $1,000 to the school.

Working as Buddies and Playground Mentors we were able to make our school a safer place for everyone. We really enjoyed working with the younger children and enjoyed our time with the children from St Francis of Assisi Catholic Primary School. We did not mind sharing our school and playground with them- it was fun playing with them and their teachers were very friendly and helpful.

One of the best things about this year was getting a new Library Learning Centre and improved classes in the Infants School. It was a bit difficult when the building work took up most of our playground - but it was worth it in the end. We also enjoyed joining with other schools for our Conversation with the Bishop. The Bishop told us some things about himself and encouraged us to be like Christ. We enjoyed our time with him.

Next year we will begin a new journey in High School - Year 7 here we come!

School Captains
School Profile

Established over 90 years ago, the school has a history embedded in the religious charisms of the Sisters of St Joseph and the Franciscan Sisters of the Heart of Jesus. The legacy left by the Sisters of St Joseph and built upon by the Franciscans that followed, provided a strong foundation from which staff collaborated in a review of the school’s Vision and Mission Statements in the 2010 scholastic year.

St Patrick’s Catholic Primary School is a Catholic Systemic co-educational school located in Port Kembla. Established in 1918, the school in its foundation years serviced the educational needs of a primarily working class, migrant population drawn to the industrial heart of the Illawarra region by the promise of employment.

Analysis of data collected over time indicates that there has been a shift in aspects of the school’s demographics. Data collected in a census at the beginning of the 1970’s show the school’s population to be over 540 children, many first generation Australians from non-English speaking backgrounds. The school was then a two-stream primary school with a high ESL component.

Today the school is a single-stream primary school (Kindergarten – Year 6), serving a community of 134 students drawn from twelve suburbs. The school’s feeder area now embraces a region from Corrimal in the north, to Albion Park and Blackbutt in the south and Berkeley in the west. The current student body is representative of seventeen nationalities related primarily to the cultural heritage of migrant grandparents.

Student Enrolments

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
<th>Indigenous</th>
<th>LBOTE</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>64</td>
<td>70</td>
<td>134</td>
<td>1</td>
<td>63</td>
</tr>
</tbody>
</table>

The Diocesan Enrolment Policy and Procedures exists 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 both the school website: www.sppkdow.catholic.edu.au the Catholic Education Office website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2010.

Student Attendance

<table>
<thead>
<tr>
<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>91.9%</td>
<td>90.3%</td>
<td>95.7%</td>
<td>92.8%</td>
<td>91.3%</td>
<td>93.1%</td>
</tr>
</tbody>
</table>
Management of Student Non Attendance

Class rolls are marked daily by teachers directly after Morning Assembly. School Support Officers then electronically record attendances and absences using the Schools Administration System (SAS). Parents are required to comply with Late Arrival protocols and to provide explanation of absence to ensure that the record of student attendance is compliant with SAS guidelines. In accordance with Government regulation, patterns of unexplained or recurring absence are monitored closely and dealt with by the Principal.

Staffing Profile

There are a total of 15 teachers and 3 support staff at St Patrick’s Catholic Primary School. This number includes 5 full-time, 10 part-time teachers. The school has 1 full-time, non-teaching Principal.

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-NOOSR* 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 2010 was 94.64%. This does not include planned leave such as Maternity or Long Service Leave. Whist the teacher retention rate from 2009 to 2010 was 100%, the movement of one staff member into a flexible work arrangement saw the arrival of a job-share partner teacher into the role of Year Four teacher two days a week.

Professional Learning

Professional learning opportunities are highly valued and sought by all members of St Patrick’s Catholic Primary School staff. During 2010 school personnel undertook a range of professional learning activities related to improving student outcomes.

These included programs focused on the following:
• Leadership Formation;
• Faith Formation and Religious Education;
• Strategic Planning;
• Diocesan Learning and Teaching Framework (DLTF);
• Technologies For Learning;
• Special Education;
• Curriculum; and
• Occupational Health and Safety and First Aid.

School based professional learning opportunities included the following:

• allocated staff professional development days focusing on elements of School Review and Improvement (SRI), Diocesan Learning and Teaching Framework (DLTF), Staff Spirituality and First Aid training;
• allocated Planning Days and in-school workshop meetings;
• staff inter-school visits – Campbelltown and Rosemeadow Primary Schools; and
• work done in the implementation of the Professional Development Planning & Review (PDPR).

Details of Professional Learning Courses undertaken in 2010 are provided later in this Report. School based expenditure on professional learning in 2010 was $7,040. This is in addition to expenditure on professional learning opportunities provided by the Catholic Education Office. The average cost of professional development per teacher was $470.

Catholic Life & Religious Education

Religious Education is a key focus of the school curriculum and is taught daily. It is integrated into all aspects of schooling and daily life. The Diocese of Wollongong Religious Education Curriculum is the endorsed curriculum for all Grades (K-Y6).

Throughout the year a number of Masses and liturgies have been celebrated. They have included Welcome Liturgy, Induction of School Leaders and a Commissioning Mass for teachers and Catechists in the Port Kembla Parish. Masses were attended by students for Ash Wednesday, St Patrick’s Day and other holy days such as the Feast of the Sacred Heart. School-based liturgies were offered to acknowledge Catholic Schools’ Week, Days of Holy Week, Anzac and Remembrance Days. In preparation for the Canonisation of Mary MacKillop a month of prayer was organised. Senior students joined with other Stage 3 students from neighbouring Diocesan schools for ‘Prayer and Conversation with the Bishop’ in September. An important component of the School’s SRI process initiated in 2010 was the review of the school’s Vision and Mission Statements. Revised editions of the statements are scheduled to be launched in 2011.

Year 4 students participated in the Diocesan Religious Education Literacy Assessment.
Students completed a written examination and also submitted an extended, creative task based on the unit, ‘One with God’s Creation’. The results of the written examination were collated by the Australian Catholic University, and combined with the extended task mark. The results were then sent to parents. The students extended works were exhibited for the school community to see.

In July Father Patrick Vaughan was welcomed into the community as the newly-appointed Parish Priest. Since his arrival, Father Patrick has been a regular visitor to the school. He has assisted in preparing Masses, participated in a number of Liturgies and has had input into aspects of Religious Education in various classes.

Sacramental Programs are Parish based and 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 a Parish Team of Workshop Leaders. Members of the wider community continue to support students enrolled in the programs. All Sacramental programs offer opportunities for spiritual development and renewal.

The Mission Support Team assisted staff in the implementation of Social Justice initiatives including Earth Hour and World Environment Day, as well as supporting fund-raising events. This year financial support totalling $875 was provided to the overseas missions of the Franciscan and Josephite Sisters, to Caritas Australia and Catholic Mission. Food and gift donations also supported the St Vincent De Paul Society Christmas Appeal. A new initiative of 2010 involved the introduction of a Christian Service Project in Year 6. Senior students were asked to commit to undertaking 5 hours a week service in a number of areas within the community. Service provided benefitted teachers, staff and parents.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully implemented within schools across the diocese in 2010. In 2010 the school cohort consisted of 19 Year 4 students sat the Religious Literacy Assessment Workbook (Part A) on 30 August 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. Part A consisted of 30 multiple choice/restricted answer and short answer/performance questions that reflect Stage 1 and Stage 2 outcomes and content.

Students showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their ability to:

- describe and explain an image of God from the Scripture;
- recognise that they are made in God’s image;
- describe a time when they have placed their trust in God; and
- demonstrate some familiarity with formal prayer.
The student’s responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

• identify Jesus’ example of service to others; and
• recognise qualities of saints who are models of love and service.

Part B the Extended Task consisted of one main task with four components, the focus derived from the Year 4 unit *One with God’s Creation*. Students planned, drafted and put time and effort into their projects. The students found the task to be a very valuable and challenging learning experience. Students were engaged and produced some excellent projects including art works, ICT presentations, storybooks, posters, songs and models.

For Part A 26% of students were placed in developing level, 74% in the achieving level and 0% were in the extending level.

For Part B 20% of students were placed in the developing level, 65% in the achieving level and 15% were in extending level.

Combining Parts A and B 26% of students placed in the developing level, 69% in the achieving level and 5% were in the extending level for Religious Literacy

**Financial Summary**

During 2010 funds were allocated to support expenditure in the following major projects:

• purchase of educational resources and information technology (ICT);
• staff professional development; and
• maintenance of buildings in particular replacement of staffroom roof and installation of a zip hot water system in new Library Learning Centre.

Funds to support these initiatives were provided primarily through two Government initiatives, Parents & Friends fundraising, Parish School Enhancement Debt Servicing Operation (SEDSO) Account and school budget.

The National School Pride Program (NSP) provided a financial budget of $75,000 for the construction of a Covered Outdoor Learning Area (COLA) and the replacement of the student bubbler systems. The Government’s Building the Education Revolution (BER) provided another financial contribution of $850,000 utilised to extend and refurbish the Library Learning Centre – inclusive of a Computer Hub and renovations of classrooms in the Infants’ block. The upgrade of classrooms included the reconstruction of learning spaces, the construction of Wet Areas and installation of bag racks. The scope of interior provisions included painting, new carpet, improved electrical and the extension of electronic capabilities needed to operate contemporary technologies.

SEDSO reimbursement for 2010 totalled $15,064. This funding was used to support a range of
major maintenance works, including plumbing, electrical, grounds and building maintenance.

The Parents & Friends’ Association made 2 major financial contributions to support the integration of ICT in all aspects of student learning. The first, a sum of $5,000 was to maintain an ICT Loan. Financed by the Catholic Development Fund, this loan was refinanced to provide student access to a pod of 13 laptops. The second contribution of $4,500 was utilised to support the purchase of 5 desktop computers for the new Library Learning Centre.

The following graphs reflect the aggregated income and expenditure for St Patrick’s Catholic Primary School for the year ended 31 December 2010. This data is taken from the 2009 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

Student Welfare

Introduction

Staff at St Patrick’s is committed to the provision of a safe, supportive environment for all. In the implementation of the school’s Pastoral Care Policies and behaviour management procedures, all members seek to give expression to the Gospel Values upon which the school motto, **Strength in Faith** is based. In the relationships forged and in the daily administration of discipline the essence of Christian reconciliation is demonstrated and restorative justice principles exercised.

Pastoral Care

Several Pastoral Care initiatives operated this year to provide support to students and families in need. A Student Support Team met regularly each Term to develop plans of intervention
for targeted students and to monitor behaviour management issues. Building projects operating in Terms 1 and 2 presented playground management challenges which required constant attention and review. These, coupled with the challenges presented in the accommodation of students from a neighbouring school community in Term 4, required creative management of play and learning spaces. The establishment of playground plans, coupled with consistent monitoring of daily playground issues had a positive impact on student well-being.

Student leaders played a vital role in the maintenance of a harmonious school climate, particularly in the operation of peer support teams and playground mentors. In these capacities, student leaders assisted teachers and students in the mediation of minor incidents and the resolution of conflict. The school's Buddy System continued to provide meaningful opportunities for the development of positive relationships and support networks.

The provision of a CatholicCare Counselling service, in operation weekly within the school, ensured delivery of support to students with specific needs. The Counsellors provided one-to-one assistance to a number of students and their families this year. They implemented Social Skills Programs in a number of classes, focusing on the development of friendships and anti-bullying strategies. Everyday Peacemaker and Playing and Learning to Socialise (PALS) were two of the programs utilised effectively at class level.

The continuous application of Restorative Justice Principles in all aspects of Behaviour Management in 2010, coupled with the operation of a positive, affirming Merit Award System worked to sustain a safe and supportive school environment for all. The regular distribution of awards, constant acknowledgement of personal achievement at assemblies and the newly-implemented Good News Calls to parents combined to reinforce positive behaviours and good relationships at school.

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. No changes were made to these Diocesan documents in 2010.

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

The 2010 school year has seen a continuation of both school and systems-based initiatives designed to enhance and further promote teacher quality and student learning. Staff of St Patrick’s continued to demonstrate a commitment to the delivery of a diverse, contemporary curriculum, which caters for the individual needs of students. Operating within a Learning Communities Framework (LCF), staff members worked collaboratively to serve the needs of students within the context of a rich learning environment.

Curriculum and Pedagogy

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

A variety of assessment tools are utilised to monitor and report on student progress within programs from Kindergarten to Year 6. In 2010 these included:

- the Diocesan Early Literacy Assessment (ELA) in Kinder and Stage 1 (Years 1-2);
- the schedule for Early Numeracy (SENA) in Early Stage 1 and Stage 1;
- long-term monitoring of Reading Recovery students;
- National Assessment Program for Literacy and Numeracy (NAPLAN) in Years 3 and 5;
- Religious Literacy Assessment in Year 4; and
- School Assessment Plan tracking student progress across Stages.

Assessment was one of the key areas of focus within the school in 2010. Throughout the year, teachers were afforded increased opportunities to meet regularly with Stage partners for the purpose of assessment, reporting and planning. The Diocesan Learning and Teaching Framework (DLTF) lead to further refinement of assessment practices and to the development of quality Assessment Plans. Guidelines established for assessment in Literacy and Numeracy led to the careful tracking of student progress. Other strategies for assessment of learning were utilised on a daily basis within all Grades to monitor all aspects of student achievement.

In accordance with Government requirements, student progress was reported twice during the year. Formal written reports incorporated the Common Grade Scale award prescribed A-E rankings in each of the Key learning Areas (KLAs). These were issued in June and again in December to parents of Year 1-6 students. Kindergarten parents received formal reports at the end of Term 4.

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Working from the premise of partnership in education, teachers met with parents formally mid-year, and on request, to discuss student progress. Samples of student’s assessment and their workbooks were sent home quarterly, and parents were provided the opportunity to comment on progress evident in work completed.
The integration of an expanding range of Information Communication Technologies (ICT) helped to promote and enhance student and teacher learning. Programs utilized have included Keynotes, Imovie packages, SAM animation, Garage Band, Iphoto, Kidspix and Itouch applications. 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 ICT Coordinator in the management/utilization of resources continues to be significant to the success and quality of class-based programs.

The Parents and Friends (P&F) commitment to the re-financing of the school’s Technology Loan helped support student access to new technologies. P&F fundraising activities enabled the school to ensure a 1:2 laptop access ratio and to purchase 5 iMac desktop computers. The ICT Committee and Special Education Coordinator worked to oversee the purchase of appropriate technologies to enhance student learning at all levels.

**Cross-Curriculum**

Significant initiatives effecting change and enhancing the delivery of quality learning and teaching have continued throughout 2010 and have been centred on the core KLAs – Religious Literacy, Numeracy and Literacy. A strategic focus in the key learning areas of Literacy and Numeracy was reflected in school initiatives and programs, in budget allocation of resources, in professional learning opportunities for staff, in the organisation of School Support Officer timetables and in the continued development of the specialist teacher roles in 2010. Additional enrichment in both Literacy and Numeracy has been provided by the Literacy and Numeracy Support (LANS) Coordinator, particularly in the primary Grades.

The school’s Literacy Plan provided an allocation of funding to support the development of quality classroom practice with teaching staff across all Stages. New software, books and novels were purchased to support existing classroom libraries and home reading. Timetables were implemented to ensure that the core learning time was maintained and valued, with additional support given to teachers to integrate Literacy into other KLAs.

The Reading Recovery Program, an integral component of the school’s Literacy Plan, provided support to 33% of Year 1 students in the development of early literacy skills. All participants were discontinued off the Program and returned to mainstream Literacy Programs with Stage appropriate reading levels.

Staff engagement in the Diocesan Personal Development, Planning and Review (PDPR) process was significant to the range and quality of programs offered in the area of Numeracy. Working through the PDPR process, teachers were required to reflect on and improve current teaching practice and to create greater professional capacity. Teachers were supported in the process of personal goal setting by elected school-based mentors. High levels of collaboration in active goal setting were evident in targeted aspects of Numeracy programs and in the
delivery of effective teaching. Exposure to different teaching and management styles provided through inter-school visits underpinned adjustments made to classroom programs and procedures. Initiatives implemented to provide professional learning in Numeracy, aimed at improving pedagogy and encouraging best practice at class level.

Teachers continued to implement Indigenous perspectives across the curriculum. Integration occurred primarily in Creative Arts, Human Society and Its Environment, Religious Education and were embedded in all components of Literacy. Culturally appropriate learning resources were utilised to support and supplement the teaching of Indigenous perspectives.

Study of the language and culture of Japan was offered in the Asian Language Program in operation in Year 5. Twenty children took part in instruction in Japanese language for 1 hour per fortnight. Modified from the NSW Department of Schools Network Beginner’s Course, this program offered instruction in elementary, conversational Japanese. A highlight of this year’s Program was the Year 5 visit to the Kirrawee High School Japanese Centre. Immersion in the visitor’s Program offered at the Centre generated much excitement and total engagement of participating students and teachers.

Recent involvement of two members of staff 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 school-based Asian Language program.

**Meeting the Needs of all Students**

The implementation of the final phase of the Learning Communities Project – Diversifying Learning, required teachers to implement and embed a variety of thinking strategies into student learning opportunities. These saw the inclusion of MI Matrix, Thinker Keys, Habits of Mind, Bloom’s Taxonomy and Multiple Intelligences theories into classroom practice, programs and assessment practices.

Staff members also employed a number of learning frameworks and thinking strategies to enhance student learning. These frameworks enabled teachers to cater for the diverse needs of students and to provide and promote quality learning experiences.

Special-needs students were provided for in programs devised by a specialist teacher and through School Support Officer scaffolding of class-based activities. In 2010 the Special Education Coordinator met with teachers and parents in the development of Individual Education Plans (IEPs) for 7.5% of the student body. Transition Meetings conducted for this purpose were held at the beginning of each Term. IEPs developed and implemented by classroom teachers and School Support Officers (SSOs) helped cater for the specific learning needs of targeted students.

The continued operation of the school’s Student Support Committee reflects a shared commitment to early identification and intervention of students needs. Committee members worked closely with classroom teachers to ensure the delivery of the most appropriate
intervention and support for students. At times this year this enterprise has brought staff into close collaboration with Specialist Education Officer’s and Educational Psychologists from the Catholic Education Office (CEO), members of the CEO Behaviour Management Team and experts from agencies in the wider community. Issues presented this year have also led to additional interaction with a wide range of organisations including the SESIAH Speech Pathology Unit, the Illawarra Childcare Services and specialists in neighbouring schools.

Transition programs operated in 2010 offered assistance to children at the point of departure from primary school. Interaction with CEO members and personnel from neighbouring Catholic High Schools provided support in a variety of formats. A range of strategies including engagement in Year 7 Orientation Programs and specific programs such as, “Hit the Ground Running” were utilised to ensure a seamless transition into the most appropriate secondary educational settings for our Year 6 students

**Expanding Learning Opportunities**

Opportunities for enrichment and extension were offered through class programs, engagement in Diocesan competitions and in Performing Arts productions. Students participated in the Wollongong Eisteddfod, Writing and Art Competitions.

The UNSW International Competition, an initiative of Educational Assessment Australia, provided opportunities for all students to gain a measure of their own achievements in a range of external assessment. It provided teachers, parents and students with comprehensive reporting of results in Computer Skills, English, Mathematics, Science, Spelling and Writing. Whilst all primary students were invited to participate, entry into the competitions was voluntary. 22% of the children in Grades 3-6 participated in the competitions. Of the grades distributed to our students, 17% were Credits Awards and 83% were Participation Certificates.

All students (K-6) participated in a skills-based Sports Program organised at class level. This weekly Program operated in conjunction with a Physical Education Program facilitated by a specialist PE teacher. Students at all levels were provided with opportunities to participate in annual sporting events – Cross Country, Swimming and Athletics Carnivals. From these events selections were made for Diocesan and Regional Diocesan events. 27 of our students represented the school in the Diocesan Swimming Carnival, 28 in Diocesan Cross Country and 28 in the Regional Athletics Carnival. Four teams represented the school in the Soccer Gala Day and four participated in the Netball Gala Day. Seven of our students participated in Diocesan Sports Trials in Athletics and Soccer. Two students won election into Diocesan Cross-country and Cricket Teams, and one represented MacKillop in the Cross-Country event.

The school swimming program offered instruction for beginners and challenges for advanced swimmers. Approximately 104 children attended the program offered each week. It was held at the University of Wollongong Aquatic Centre with qualified swimming instructors and coaches in charge of student instruction in the pool.
Stages 2 and 3 students worked with a host of representatives from local sporting bodies including, Cricket NSW Development Team, Illawarra Hawks Basketball and St George/Illawarra Dragons.

An Active After School Care (AAC) program promoting skill development and a healthy lifestyle for students was operated 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 operated twice a week over three Terms. Sessions were held after school and were supported by classroom teachers. 31% of the student body (K-6) participated in the Program. The project’s successful application has ensured its continuation in 2011.

Healthy lifestyle alternatives have been central to the operation of a Student Council Breakfast program and to the continuation of Daily Munch, Crunch and Sip time across the Grades. Within this program students were invited to bring in fresh vegetables and/or fruit to eat during their morning block to maximise their engagement in learning.

Students participated in several learning opportunities within excursion activities organised this year. These have included:

- a three-day Leadership Camp at Stanwell Tops’ Conference Centre and a day tour of BlueScope, Port Kembla plant for Stage 3 students;
- visit by students of Year 4 to the Nan Tien Temple, Berkeley; and
- Year 3 visit to Sydney Wildlife Park

Professional Learning

Professional learning opportunities were a key component of the SRI framework and within the Professional Pathways Planning process in 2010. All professional learning undertaken in the course of the scholastic year related to improving student outcomes. Throughout the year staff members participated in a range of courses. These included:

A. **St Patrick’s whole school development days involving all teachers and School Support Officers (SSOs). These days included:**
   - Diocesan Learning and Teaching Framework;
   - Aspects of School Review and Improvement;
   - Spelling; and
   - First Aid Training

B. **Other professional learning activities provided at school level including CEO run courses in the following areas:**

   - **Administration/Training**
     - Safety Course run by IEU for School Support Officers 2 SSO
     - SSSO Network Days (x 2) 1 SSSO
     - Workshop on Working Parents 1 SSSO
Union meetings  | Principal, 1 SSSO, 1 Teacher  
SSSO OH&S refresher course  | Principal/1 Teacher  

- **Assessment**
  - Analysing SMART (NAPLAN) Data  | Principal/1 Teacher  

- **Curriculum**
  - NALSSP-Japanese teaching language meetings  2 Teachers  
  - Focus on Literacy  1 Teacher  
  - Stage 3 Hotmaths workshop  2 Teachers  
  - Science steering committee  2 Teachers  
  - Special Education courses  Principal/1 Teacher  
  - Special Education Conference  1 Teacher  
  - Literacy/Numeracy courses  4 Teachers  
  - Compliance programming workshop  2 Teachers  
  - Behaviour Management – BART  2 Teachers  

- **Diocesan Learning and Teaching Framework**  2 Teachers  

- **Religious Education**
  - Certificate of RE  1 Teacher  
  - Religious Education Conference  1 Teacher  
  - Spirituality Course – Journey  1 Teacher  
  - Spirituality Course – Igniting the Fire  1 Teacher  
  - REC Network Days  Executive Teacher  
  - Principal/Parish Priest Conferences  Principal  
  - Religious Literacy Marking Day  1 Teacher  

- **Learning Technology**
  - Network Meetings  1 Teacher  
  - Apple Technologies Conference  Principal / 2 Teachers  

- **Reading Recovery**
  - Reading Recovery Network Meeting  1 Teacher  
  - Reading Recovery Support Courses  1 Teacher  

- **Strategic Planning**
  - Partnership in Education Framework  Principal/2 Teachers  

- **Diocesan Forum**
  - Diocesan Learning and Teaching Framework  Principal/3 Teachers  

All members of St Patrick’s staff have been encouraged and supported in their participation in the range of professional learning experiences listed above.
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 replaced 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 2010 students in Year 3 and Year 5 participated in the NAPLAN tests. The students’ ability was tested in Literacy – including Reading, Writing, Punctuation Grammar and Spelling and Numeracy – including Number, Patterns and Algebra, Space and Measurement.

Year 3 - Literacy

The strongest performance was reported in the area of Grammar and Punctuation with 67% of students scoring in Bands 5 and 6.

The next highest score registered in Writing with 66% of participating students registering in Bands 5 and 6.

In Reading 40% of students registered in Bands 5 and 6, with 47% in Bands 3 and 4.

Spelling results indicated that this remains an area warranting on-going attention.

Year 3 students achieved results above the National Mean in Writing, Grammar & Punctuation.

Year 3 - Numeracy

Best performance was noted in the area of Number, Patterns & Algebra, with 40% of Year 3 students scoring in Bands 5 and 6.

93% students registered in Bands 3-6 in this area.

Numeracy was the second highest scoring area, with 98% Year 3 students scoring between Bands 3-6, (47% in the Band 5-6 category).

The students in Year 3 achieved above the National Mean in Writing, Grammar and Punctuation. In Numeracy, Year 3 students performed above the National Mean in Numeracy, Data, Measurement, Space and Geometry and Number, Patterns and Algebra.

Year 5 - Literacy

In the area of Grammar & Punctuation 90% of Year 5 students registered in Bands 3-8.

30% of students tested performed in Bands 7 and 8 in Writing.

In Spelling 25% performed in Bands 3 and 4, 70% in Bands 5 and 6, 5% in Bands 7 and 8.

In Reading 55% scored in Band 5-6 with 5% in Bands 7 and 8.
Year 5 participants tested above the National Mean in Writing with 30% of participants scoring in Bands 7 and 8. Their best performance was in Writing, followed by Grammar and Punctuation.

**Year 5 - Numeracy**
Student best performance was evident in Number, Patterns and Algebra with 85% registering in Bands 5 and 6.
80% registered in Bands 5 and 6 in Data, Measurement, Space and Geometry.
The Year 5 cohort demonstrated more learning gains in Literacy, particularly in the Writing, Grammar and Punctuation strands, than they did overall in Mathematics NAPLAN 2010.

In responding to the analysis of this data – a developmental approach to teaching of Literacy with the focus on Spelling 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 formalised approach to assessment, allowing for data to be tracked throughout each grade.

**Student Achievement in Bands**
The National Assessment Program Literacy and Numeracy (NAPLAN) assesses aspects of Literacy and Numeracy in Years 3 and 5. It provides 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.

| NAPLAN 2010: % in Bands | YEAR 3 | | YEAR 5 | | | |
|-------------------------|--------|------------------|------------------|------------------|------------------|
|                         | Bands 1 and 2 | Bands 3 and 4 | Bands 5 and 6 | Bands 3 and 4 | Bands 5 and 6 | Bands 7 and 8 |
| **Reading**             |         |                 |                 |                 |                 |               |
| School                  | 14%     | 47%             | 40%             | 40%             | 55%             | 5%            |
| National                | 14%     | 40%             | 44%             | 21%             | 48%             | 28%           |
| **Writing**             |         |                 |                 |                 |                 |               |
| School                  | 0%      | 33%             | 66%             | 10%             | 60%             | 30%           |
| National                | 7%      | 43%             | 47%             | 16%             | 58%             | 24%           |
| **Spelling**            |         |                 |                 |                 |                 |               |
| School                  | 13%     | 46%             | 40%             | 25%             | 70%             | 5%            |
| National                | 17%     | 42%             | 38%             | 18%             | 52%             | 27%           |
| **Grammar & Punctuation** |       |                 |                 |                 |                 |               |
| School                  | 7%      | 26%             | 67%             | 10%             | 65%             | 25%           |
| National                | 15%     | 36%             | 47%             | 17%             | 46%             | 35%           |
| **Numeracy**            |         |                 |                 |                 |                 |               |
| School                  | 0%      | 53%             | 47%             | 20%             | 80%             | 0%            |
| National                | 15%     | 51%             | 32%             | 18%             | 54%             | 26%           |
Student Achievement of National Minimum Standard

Students are considered to be achieving BELOW the National Minimum Standard (NMS) if they are in the lowest Band for each year (Band 1 in Year 3 and Band 3 in Year 5) or if they have been exempt from 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 2010: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>School</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
<tr>
<td>Writing</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>95%</td>
</tr>
<tr>
<td>Spelling</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>91%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>School</td>
<td>93%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>92%</td>
</tr>
<tr>
<td>Numeracy</td>
<td>School</td>
<td>100%</td>
</tr>
<tr>
<td></td>
<td>National</td>
<td>94%</td>
</tr>
</tbody>
</table>

Parent, Student and Staff Satisfaction

Levels of Parent, Student and Teacher Satisfaction were gathered in a variety of forums. Parents were invited to respond to two surveys, the first focusing on technologies at home supporting student learning and the second drawn from the National Partnerships Framework Agreement (NPFA) process. The later provided participants with the opportunity to respond to generic statements about the school, its Administration and effectiveness, as well as making provision for the delivery of recommendations regarding future directions for improvement. Parents were also invited to join a Parent Forum to explore NPFA and its implications for the school.

Staff and Students were invited to discuss future directions for school improvement and were given surveys providing scope for general and specific, detailed responses.

Parents

The following areas of strength and recommendations for future development were highlighted in the analysis of Parent Surveys. Of the 98 surveys distributed to families, a total of 40 were completed and returned, 41% families electing to participate in the process.

Areas of strength identified in the Parent Survey:
- all participants agreed that the school is a welcoming place;
that communication from school to home was at an agreeable level;
• a sense of building community was evident;
• the role of the family is acknowledged and supported;
• parents are provided information regarding decision making at school; and
• families are welcomed and included in the life of the parish.

The majority of parents surveyed agreed that the school is a place where families feel valued and are welcome.

Areas for future development highlighted in the Parent Survey:
• schedule of interviews and reporting of student well-being and process to be improved;
• community resources and skills to be better used to support student learning (17.5% respondents); and
• degree of parental levels and opportunities for involvement in the development of the Annual School Plan to be clarified and extended (22.5% respondents).

Students

The following areas of strength and recommendations for future development were highlighted in the analysis of Student Surveys. 54 surveys were distributed to students from a range of primary grades. Responses were elicited from 55% of the school population, a representative grouping of students drawn from Years 3 to 6.

Areas of strength identified in the Student Survey:
• 100% survey participants stated that they were proud of their school;
• 98% indicated that they believed their teachers encouraged them to learn to the best of their ability;
• 98% stated that if they were confident that someone in the school community would help them if they had a problem; and
• 92% felt that they were safe at school.

Areas for future development highlighted in the Student Survey:
• Further development of Building a Safe and Supportive School Community Protocols (8% of respondents felt that they were not safe at school); and
• Reinforcement of Student Rights and Responsibilities (8% of respondents indicating that there needed to be a greater clarity around these important issues).

Student response to how learning might be improved at St Patrick’s:
• 100% students called for access to increased technologies in learning – at school and in homework activities; and
• 33% indicated that the provision of more Art equipment, others called for increased time allocation to the subject and 11% asked for the establishment of an Art Room where lessons could take place and equipment be stored;
• 35% students requested the provision of new reading material – books; and
• 7% proposed the establishment of a kitchen area for cooking classes.

Staff

Areas of strength identified in the Staff Survey:
• 100% staff surveyed indicated that they strongly agreed that the school provided a safe and supportive environment for all students;
• the majority agreed that students knew their rights and responsibilities and that the school provided appropriate information to parents about student progress;
• increased professional learning opportunities in the analysis of NAPLAN Data, the collection and analysis of BART - Behaviour management data, and training in School Wide Behaviour Four Learning (SPB4L);
• the development of a school wide sequenced program in Spelling and increased focus on the teaching of Grammar and Punctuation;
• school wide focus on aspects of Literacy (Reading) and Numeracy (Space, Measurement and Data);
• increased resources - print material, particularly books to support classroom Reading; and
• improved integration of technologies to enhance learning.

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 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 7: Strategic Leadership and Management**
  7.1 Planning for improvement
School Review and Improvement components to be reviewed and rated in 2011:

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission

- **Key Area 4: Human Resources Leadership and Management**
  4.2 Professional development of Staff
  4.5 Overall compliance with legislation and other requirements

- **Key Area 5: Resources, Finance and Facilities**
  5.1 ICT Resources
  5.2 Use of resources and space

- **Key area 6: Parents, Partnerships, Consultation and Communication**
  6.1 Parental involvement
  6.3 Linkages with the wider community

- **Key Area 7: Strategic Leadership and Management**
  7.1 Planning for improvement
  7.2 Innovation, development and change