St Patrick’s
Catholic Primary School
Port Kembla

Annual School Report
2011
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 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 2012.

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

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PO Box 146
Port Kembla NSW  2505

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Fax: (02) 4276 2938
Email: info@sppkdow.catholic.edu.au
Website: www.sppkdow.catholic.edu.au

Parish Priest: Fr Patrick Vaughan
Principal: Mrs Bernadette Cooper
Date: 16 December 2011
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 students are 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

2011 marked the commencement of an exciting era in the development of the school. This year all members of the learning community benefited from engagement in two significant Commonwealth Government initiatives. In March, we celebrated the culmination of the Building the Education Revolution (BER) project in the opening and blessing of the newly established Library Learning Centre and refurbished Infants’ classes. New facilities and resources created enhanced learning opportunities for all students.

This year marked the commencement of a four-year engagement in the National Partnership Framework Agreement (NPFA). Aimed at improving student learning outcomes through the delivery of quality learning and teaching, this Commonwealth initiative brought Focus on Reading (FOR) into all classes. Characterised by intensive professional learning and innovation at a classroom level, FOR has impacted on the way reading is taught K-6 and how student learning is planned and assessed.

It also brought further opportunities for School Review and Improvement in the implementation of a Diocesan supported initiative, Schoolwide Positive Behaviours for Learning (SPB4L) project. Focused on ensuring a safe and supportive environment in which all students might be nurtured to their fullest potential, SPB4L was a significant change agent in our school this year.

Both initiatives, combined with work generated within the on-going processes of School Review and Improvement (SRI) did much to engender a sense of excitement at all levels of our learning community in 2011.

Parent Involvement

The Parents’ and Friends’ Association (P&F) is a key parent group promoting the involvement of parents in the education process, policy and fundraising. In 2011 the P&F continued to provide a forum from which parents could bring their perspectives to the school 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 parents of the school community, who assist the Parents and Friends Association, have once again made a positive contribution to 2011. The year saw a successful Spring Fete which was productive both financially and as a way of bringing the school and community together. The committee maintained its commitment to the purchase of new IT equipment, such as 10 iPads for the children and the maintenance of a Catholic Development Fund IT Loan. A significant investment in new books for the library was made as well as supporting purchase of new Diocesan sports vests for the children.

The committee identified and prioritised several key projects for funding over the next 12 months, including pledging $5,000 to upgrade playground equipment and small fence extension. We also look forward to participating as a community in the National Partnership Framework Agreement.

I acknowledge the work that our Principal undertakes regularly to keep parents informed about the school as we continually strive to improve educational and social outcomes for our children in a mutually supportive and cohesive environment.

*Parents and Friends Association, President*

**Student Leadership**

The school’s leadership team is organised to allow a large number of Stage 3 students the opportunity to become involved in the planning of fun activities. We have two teams in operation - Teams A and B, and each was given two terms in leadership.

In Term 1, Team A organised an enjoyable mini-fete in celebration of St Patrick’s Day. This group also planned discos, mufti days and crazy theme days. Team B worked throughout the final Terms, supporting the P&F Spring Fete and building on moneys raised by the first leadership group to help pay for sport shirts and the end of year Graduation activities. We wore our personalised sport shirts with pride throughout Term 4 because the teams worked so hard to raise the money to purchase them.

One of the highlights of the year was the School Movie Night held at the Greater Union Cinema in Shellharbour – 129 children and parents had so much fun watching the Christmas movie together.

It was a great privilege to be a part of the leadership team at St Patrick’s in 2011. Both groups helped to make the school year more enjoyable for everyone – and the final year in primary school fantastic for Year 6 students.

*School Leaders*

**School Profile**

**School Context**

Situated in the industrial heart of the Illawarra region, St Patrick’s is part of the network of systemic Catholic primary schools operating within the Diocese of Wollongong. Founded in 1918, the school has serviced the educational needs of a primarily working class, multicultural community. The community’s socio-economic and multicultural diversity have factored
significantly in the processes of continuous development and renewal at St Patrick’s. The current executive team leading the processes of continuous review and improvement share a commitment to the provision of quality teaching and learning in the best Catholic tradition.

Currently, the school caters for students in years K-6 and has an enrolment of 136 students drawn from 98 families residing in 12 feeder suburbs – from Corrimal in the north to Albion Park in the south east. The school enjoys a positive profile due to its strong focus on pastoral care and commitment to student welfare.

**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>2011</td>
<td>65</td>
<td>71</td>
<td>136</td>
<td>1</td>
<td>60</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 and the CEO website: www.dow.catholic.edu.au. No changes were made to this Diocesan Policy in 2011.

**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>2011</td>
<td>89.2%</td>
<td>94.0%</td>
<td>89.5%</td>
<td>91.4%</td>
<td>89.5%</td>
<td>91.2%</td>
</tr>
</tbody>
</table>

**Management of Student Non Attendance**

A School Support Officer (SSO) monitors student attendance electronically daily. Systems are in place to register late arrivals and early withdrawals in accordance with CEO guidelines. The SSO maintains records of partial absences and monitors patterns of recurring non-attendance. Teachers liaise with parents in instances of short unexplained absences and the Principal deals with reported cases of high absenteeism.

**Staffing Profile**

There are a total of 16 teachers and 3 support personnel on staff at St Patrick’s Catholic Primary School. This number includes 4 full time teachers and 12 part-time teachers. The School Executive is made up of 1 full-time, non-teaching Principal, an Assistant Principal and a Religious Education Co-ordinator.
Teacher Standards

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

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

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2011 was 93.81%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2010 to 2011 was 87%. One teacher involved in a flexible work arrangement retired and another specialist teacher applied for twelve months leave. At the end of the 2011 scholastic year, 4 part-time teachers and 1 part-time Senior SSO will leave St Patrick’s to move either into retirement or to take up positions in other Diocesan schools.

Professional Learning

During 2011, St Patrick’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement (SRI), NPFA Focus on Reading (FOR), and Schoolwide Positive Behaviours For Learning (SPB4L) priorities.

Both SPB4L and FOR initiatives have been led by the Curriculum and Pedagogy Team at Catholic Education Office, Wollongong and have offered staff immersion in significant professional learning opportunities. Within the FOR program, teaching staff attended several workshops focusing on comprehension strategies appropriate to all classes K-6. SPB4L is in the first year of a 3-5 year implementation. The fundamental focus of this framework is to develop a school culture that is respectful, responsible and safe.

The development of each teacher’s individual Professional Development Planning and Review (PDPR) linked to these programs and to personal needs identified by teachers in Professional Pathways Planning (PPP) at a school level occurs annually. The PDPR process was particularly effective in assisting teachers to reflect on and improve current teaching practice and create greater professional capacity. Teachers were supported in the process of personal goal setting through the assignment of designated Teacher Mentors. These mentors supported teachers
in the effective delivery of teaching practice, in active goal setting and in the evaluation of targets set within the focus area of Literacy (FOR Reading component).

Professional Learning opportunities offered in 2011 included:

A. Whole school development days involved all staff in programs focused on
   • Josephite Spirituality;
   • National Curriculum; and
   • English as a Second Language (ESL) Scales in Literacy planning.

B. A wide range of courses run by the Catholic Education Office (CEO) linked to:
   • aspects of Curriculum and Curriculum Compliance;
   • assessment of student learning and Quality Teacher Judgement;
   • the integration of Technology – specifically Smartboards;
   • differentiating the Curriculum to meet student needs;
   • behaviour management;
   • special education – revised referral protocols and data recording;
   • First Aid courses focusing on training in Anaphylaxis, CPR, Asthma;
   • Staff Spirituality – Berekah, Call to Life; and
   • Certificate 4 in Frontline Management.

C. Leadership Networks, Conferences and Retreats building leadership capacity.

D. Peer observations offered to improve pedagogy and to encourage best performance:
   • within the school setting as part of DLTF and FOR initiatives; and
   • In inter-school visits providing exposure to best classroom practice.

Relief teacher payments incurred in enabling staff to participate in courses and engage in in-school planning activities supporting curriculum initiatives amounted to $9,240. Subscription costs supporting professional development through the provision of professional journals and other publications totalled $740. The average expenditure by the school on professional learning per staff member was approximately $350. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $3,859.

**Catholic Life & Religious Education**

St Patrick’s School motto “Strength in Faith” underpins all that we try to achieve as a Catholic educational community. The motto is a statement enlivened in the school’s formal and informal curriculum, in our policies and procedures and, most especially, in our lived relationships. All staff members remain dedicated to providing quality Catholic education and acknowledge the need to work closely with families and the Church.

Throughout 2011 the school continued to celebrate its Catholic Identity through delivery of the Catholic Education Office K-6 Religious Education Syllabus, in daily prayer sessions, in its
support of Parish based Sacramental Programs and in a program of shared liturgies. Father Patrick Vaughan, Parish Priest of St Patrick’s, was committed to providing staff and students with a rich program of liturgical experiences during 2011. These included:

- special liturgies included those associated with Holy Week, Transition to School and Orientation Programs;
- celebration of the Sacrament of Penance offered to Stage 2 and 3 students;
- Benediction services offered on a regular basis; and
- Parish Masses on special feast days such as St Patrick’s Day, Ash Wednesday and the Assumption.

Father Patrick established a pattern of regular classroom visits supporting the work being covered in Religious Education Programs and encouraging children in a fuller engagement with Parish life.

Students in all Grades actively supported a variety of social justice initiatives including Caritas, Catholic Missions and St Vincent De Paul Society. A proportion of moneys raised was directed to support the missionary order of the Franciscan Sisters of the Heart of Jesus.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the Diocese in 2011. The school cohort in 2011 consisted of 14 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on Monday 29 August and 15 completed the Extended Task (Part B). The Extended Task was based on the Unit: *Mary, Mother of God: First Among the Saints* and was completed during the first half of the third term.

The results of the written examination were collated by the Australian Catholic University and, combined with the extended task mark, were sent to parents.

Results attained in Part A, placed 21.4% of students in the developing level, 28.6% in the achieving level and 50% in the extending level.

Results attained in Part B, placed 20% of students in the developing level, 40% in the achieving level and 40% were in the extending level.

Combining Parts A and B, 21.4% of students were placed in the developing level, 35.7% in the achieving level and 42.9% were in the extending level for Religious Literacy.

Students were challenged to plan, draft and produce creative project responses to the central theme in Part B. All participants found the task to be a very valuable and challenging learning experience. The range of creative interpretations produced included artwork, IT presentations, storybooks, posters, songs and models. Student responses were shared with the school and wider community at a special presentation assembly.
Financial Summary

The following graphs reflect the aggregated income and expenditure for St Patrick’s Catholic Primary School, Port Kembla for the year ended 31 December 2011. This data is taken from the 2011 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.

![Income Pie Chart]

- Fees and Other Private income: 22%
- State Government Funds: 10%
- Commonwealth Recurrent Grants: 10%
- Government Capital Grants: 12%
- Other Capital Income: 2%

![Expenditure Pie Chart]

- Salaries, Allowances and Related Costs: 69%
- Non Salary Expenses: 18%
- Capital Expenditure: 5%

Student Welfare

Introduction

Operating as an authentic learning community, staff worked collaboratively to maintain the provision of quality education in a safe, supportive learning environment. The well-being of students continued to be viewed as being central to this endeavour. In accordance with SRI Priorities, school policies and procedures supporting student welfare and general behaviour were reviewed extensively throughout the year within the framework of the Diocesan Schoolwide Positive Behaviours for Learning (SPB4L) initiative.

Pastoral Care

Students were affirmed in the development of positive behaviours and the maintenance of sound interpersonal relationships based in Christian Values through the operation of SPB4L Program in 2011. The Program seeks to support academic success and social development by
creating a school environment where expectations and positive behaviours are clearly articulated, demonstrated and understood.

During 2011, positive playground behaviours were modelled and reinforced with the children. A class-based Positive Support Program focusing on aspects of social skills, the operation of an SPB4L Committee and a trained Peer Mentoring Team were intrinsic to the effectiveness of the SPB4L Program to date. Analysis of data collated on the Diocesan Behaviour Assessment and Response Tool (BART) has assisted in the evaluation of the Program and in forward planning. Plans are currently underway to improve playground facilities, extend play options and explore positive behaviours in the classroom context in 2012.

Positive behaviours are constantly affirmed in the operation of the School’s Award systems - in public forums such as daily and weekly assemblies, through Good News Calls, the assignment of Class of the Week/Term Trophies and class incentive schemes. The school’s Buddy System and Welcome Ministry Teams play vital roles in developing a pastoral climate within the school.

Support offered through the provision of a CatholicCare Counsellor, present at school 3 out of every 4 Mondays of the month has been invaluable in ensuring support to children and families with specific emotional and social needs. Data collected in the evaluation of the 2011 CatholicCare Program indicated that social skills, resilience, esteem/confidence and conflict resolution are areas for focus in future group activities. The development of Individual Behaviour Plans involving consultation between teachers and Counsellor has proven to be effective in remediating inappropriate behaviours exhibited by students requiring extra support and encouragement.

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 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 2011.

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

Introduction
St. Patrick’s School community has continued to demonstrate a commitment to the delivery of a diverse, contemporary curriculum, which caters collectively for both the individual needs of students and teaching staff. Operating as an authentic learning community, staff members continue to work collaboratively to serve the diverse needs of students.

2011 saw the continuation of both school and system based initiatives designed to enhance and further promote teacher quality and student learning. Staff members were directed in the development of quality teaching practices through the implementation of the Diocesan Learning and Teaching Framework (DLTF) and in the National Partnerships Focus on Reading Project – described below.

National Partnerships
St Patrick’s is one of the participating Diocesan schools in the National Partnership Agreement. This provides the school with the opportunity to focus on a broad range of initiatives designed to lift student educational attainment. As a participating school we are strengthening successful practices and developing innovative responses to meet the needs of all students especially those most in need of additional support. Our partnership will build teaching skills and focus on literacy and numeracy outcomes for all students.

The National Partnership will achieve this through better use of data, strengthening school leadership and partnership arrangements between school and parents, local communities and the higher education sector.

Throughout 2011, the National Partnerships Literacy initiative - Focus on Reading (FOR) has been implemented within the school. The purpose of this Program is to improve the quality of teaching in the area of reading across the school. Teachers implemented programs focusing on improving teacher quality and student learning of fundamental comprehension strategies. Individual Plans (IP’s) are developed for those students identified as being 'at risk' in the area of reading. Professional learning opportunities for staff will continue to consolidate strategies introduced throughout Terms 1 and 2 of 2012, with the implementation of FOR modules 2 and 3 occurring in 2012, 2013 respectively.

Curriculum & Pedagogy
Syllabus Implementation
All learning and teaching programs implemented at St. Patrick’s fulfil Federal Government initiatives, NSW Board of Studies (BOS) and Diocese of Wollongong requirements. Compliance with mandated BOS syllabus documents is offered across six key learning areas: English, Mathematics, Human Society and its Environment, Science and Technology, Creative and Practical Arts and Personal Development, Health and Physical Education. As a Catholic
primary school, the study of Religious Education is based on the Diocesan, “To Know, Worship and Love” Syllabus.

In 2011, specialist teachers delivered instruction in Physical Education (P.E.) and Music, and in Year 5, 21 students were provided instruction in basic, Japanese language and culture for sixty minutes each fortnight. This language program was modified from the NSW Department of Schools Network Beginner’s Course.

Assessment and Reporting

Whilst maintaining the school’s commitment to Government and Diocesan requirements in Assessment and Reporting, staff worked collaboratively to incorporate a wide range of assessment tools in the major program initiatives in operation this year.

As Assessment was one of the key areas of focus within the school in 2011, teachers were afforded increased opportunities to meet regularly with Stage partners for the purpose of assessment, reporting and planning. Implementation of the Diocesan Learning and Teaching Framework (DLTF) lead to further refinement of assessment practices and to the development of quality assessment plans. The tracking of students K-6 via the Assessment and Reporting folder in the Key Learning Areas (KLAs) of Literacy and Numeracy proved to be a valuable tool in the development of programs to assist students in these KLAs.

Data collected in National Partnership Focus on Reading provided valuable insights into student learning gains and needs. This information, combined with data collected in long-term Reading Recovery monitoring and Early Literacy (ELA) and Numeracy (SENA) informed teaching practice throughout this scholastic year.

Working from the premise of partnerships in education, teachers met with parents formally and, on request, to discuss student needs and progress. Student progress (Years 1-6) was discussed in mid-year Parent Teacher Student Interviews and reported formally in written, A-E graded reports in December. The Kindergarten teacher met with parents mid-year to discuss student progress and issued written, A-E graded reports at the end of the year.

Technology Supporting Learning

The integration of Information and Communication Learning Technologies (ICT) across all Key Learning Areas was enhanced by the utilisation of newly installed electronic Smartboards provided in the BER Project this year. Access to an expanded range of Information Communication Technologies (ICT) helped to promote and enhance student and teacher learning. Programs utilised by students included keynotes, iMovies packages, SAM animation, garage band, keynotes, iphoto, kidpix 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, reflected the meaningful integration of technologies in learning at St Patrick’s.

The role of the school’s ICT Coordinator in the management/utilisation of resources and the on-going Parents’ and Friends’ Commitment to the maintenance of a CDF Technology Loan
were significant to the success and quality of class-based, ICT enhanced Learning programs in operation this year.

**Cross-Curriculum**

**Literacy**

Significant initiatives effecting change and enhancing the delivery of quality learning and teaching continued throughout 2011. These were centred on Literacy with particular emphasis, through FOR, on improving student learning outcomes and teacher quality in Reading (K-6). Within this Program teachers were supported through systematic professional learning opportunities, to implement programs focusing on improving teaching and learning of comprehension skills. The allocation of Teacher Mentors in the application of the Diocesan Learning and Teaching Framework (DLTF) supported teachers in the integration of FOR strategies across the curriculum and in ensuring that all students’ needs were met.

The school’s Literacy Plan provided an allocation of funding to support the development of quality teaching across all Stages. New software, books, magazines 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 through the organisation of School Support Officer (SSO) timetables.

The 2011 Reading Recovery Program addressed the reading concerns of eight Year 1 students - 38% of the cohort. The average length of series of lessons per child equated to 16 weeks per child. All children who accessed Reading Recovery this year were successfully discontinued from Reading Recovery having attained Stage-appropriate reading levels.

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

**Meeting the Needs of all Students**

Teachers catered for a wide range of student abilities through careful planning and programming. Special needs students continued to be supported through programs devised by a specialist teacher and through SSOs scaffolding of class-based activities. The Special Education Coordinator met with teachers and parents in the development of Individual Plans (IP’s) in Transition Meetings held once per Term.

The operation of a Student Support Committee reflected a shared commitment to early identification and intervention of students in need. Committee members worked closely with classroom teachers to ensure the delivery of appropriate intervention and support for these students. 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.
Transition programs operated in 2011 offered assistance to children at points of entry to and exit from primary school. Interaction with CEO members and personnel from neighbouring Catholic High Schools provided assistance for students in their transition to high school. School visits organised in 2011 sought to ensure a fluent and seamless transition into secondary education and to assist in the determination of the most suitable placement of students. In special cases, support structures were also put into place for students in transition between Grades.

**Expanding Learning Opportunities**

Opportunities for enrichment and extension were offered in the inclusion of individualised, self-directed projects within class programs. A rich program of enrichment activities included engagement in Diocesan Writing and Art competitions, a visiting Performing Arts workshop during National Library Week, a school-based Talent Quest, visitations to local galleries and a musical presentation by the Edmund Rice College Band.

Students and teachers worked with several representatives from local sporting bodies including, Cricket NSW Development Team, Illawarra Hawks Basketball 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. 29 of our students represented the school in the Diocesan Swimming Carnival, 25 in Diocesan Cross Country and 35 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 selection into Diocesan Cross-country and Athletics Teams, and one represented MacKillop in Cross-country. The school swimming program which catered for both beginners and those requiring practice and refinement of skills, was attended by 89 children (on average) each week. This program was held at the University of Wollongong Aquatic Centre with qualified swimming instructors and coaches.

The promotion of healthy lifestyle options underpinned the operation of a Student Council Breakfast Program and the continuation of ‘daily munch and sip’ time in all Grades. Within this program students were invited to bring fresh vegetables and/or fruit to eat during their morning block to maximise their engagement in learning. Road Safety and Bike Education Programs offered to students in Kindergarten to Year 2, brought students and staff into meaningful interaction with personnel and amenities at the Illawarra Police Citizen’s Club (IPCC) in Term 4.

Voluntary engagement in the UNSW International Schools Competition, an initiative of Educational Assessment Australia, provided opportunities for participating students to gain a measure of their own achievements in external assessment. It provided teachers, parents and students with comprehensive reporting of results in Computer Skills, English, Mathematics, Science, Spelling and Writing. 23% of the children in the Primary participated in the competitions. Of the grades distributed 23% were awarded Credits and 77% were awarded Participation certificates.
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 2011 in Year 3 and Year 5 participated in the National Assessment Plan Literacy And Numeracy. The students’ ability was tested in Literacy – including Reading, Writing, Spelling, Grammar and Punctuation and Numeracy – including Number, Patterns and Algebra, Space and Measurement.

The students in Year 3 achieved above the National Mean in Reading, Writing and Spelling. In Numeracy, the Year 3 students performed above the national mean.

The students in Year 5 rated above the National Mean in Reading, Spelling, Grammar and Punctuation. In Numeracy, Year 5 students performed above the National Mean. The students also demonstrated more learning gains in Numeracy, and in Reading in the area of Literacy.

In responding to the analysis of this data – Focus On Reading initiatives in the NPFA Project will implemented further in 2012. All staff members have been immersed in this Program of intensive professional development throughout 2011. 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 2011: % in Bands**

<table>
<thead>
<tr>
<th></th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td>School 5%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>School 0%</td>
<td>80%</td>
</tr>
<tr>
<td></td>
<td>National 8%</td>
<td>44%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td>School 15%</td>
<td>35%</td>
</tr>
<tr>
<td></td>
<td>National 15%</td>
<td>42%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
<td>School 20%</td>
<td>40%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>36%</td>
</tr>
<tr>
<td><strong>Numeracy</strong></td>
<td>School 5%</td>
<td>70%</td>
</tr>
<tr>
<td></td>
<td>National 14%</td>
<td>51%</td>
</tr>
</tbody>
</table>

**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) represent students who are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
Parent, Student and Staff Satisfaction

The following areas of strength and further development were determined as a result of surveys conducted in Term 4. Surveys issued in a bid to seek feedback on the school’s performance in areas affecting student learning and overall management of the school.

Stakeholders targeted and response rate:

**Parents:** 35% of families within the school community  
**Students:** 45% of the total student body (Years 3, 4, & 5)  
**Staff:** 67% staff response

Survey responses indicated that there was total agreement between staff and parents on the issue of the school’s effectiveness in developing student knowledge and understanding of Catholic Tradition – 100% of both groups agreeing on the matter. 94% of parents agreed with the opportunities for involvement afforded them at St Patrick’s.

Whilst both parents and teachers were generally affirming in relation to the school’s processes for delivering information about student learning, 15% of parents felt that the school did not provide appropriate information about student progress. 29% of parent participants also indicated that the school could improve the delivery of information pertaining to activities and events. These areas will be addressed in the context of SRI Planning and within NPFA Reforms due for attention in 2012 strategic planning.

Analysis of responses provided indicated that there was general agreement between all stakeholders on the issue of maximising student learning outcomes – (100% staff, 98% students, 85% parents respectively). In light of the implementation of SWPB4L Project, it was reassuring to find that 93% of all respondents felt that the school provided a safe and supportive learning environment. A pocket of disagreement on this issue located in one of the classes will be addressed in CatholicCare workshops planned for 2012.

The 20% of parents who expressed dissatisfaction with the range of activities offered by the school, will perhaps see the review and management of playground facilities planned for 2012 as addressing some of their concerns.

Students indicated overwhelmingly that they were proud of their school and that they were aware of their rights and responsibilities within the learning community. There was 100% agreement from staff on this particular issue.

School Review and Improvement

School Review and Improvement (SRI) 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 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

School Review and Improvement components to be reviewed and rated in 2012:

- **Key Area 3: Pedagogy**
  3.2 Provision for diverse needs of learners
  3.6 School climate, learning environment and relationships

- **Key Area 4: Human Resources Leadership and Management**
  4.4 Succession planning

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