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 Action Plans.

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 2013.

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

St Patrick’s Catholic Primary School
PO Box 146
Port Kembla NSW 2505

Ph: (02) 4275 5500
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: 21 December 2012
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 Parish 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
The 2012 school year has been one of successes, initiatives and consolidation of many programs operating within our school. This year has marked the second year of a four year engagement in the Smarter Schools National Partnerships which is aimed at improving student learning outcomes through the delivery of quality learning and teaching. This Commonwealth Government initiative brought Focus on Reading (FOR) into all classes. FOR is characterised by intensive professional learning and innovation at the classroom level and has impacted on the way reading is taught K - 6 and also on how student learning is planned and assessed.

It has also brought further opportunities for School Review and Improvement in the continued implementation of a Diocesan supported initiative, the School-wide Positive Behaviours for Learning (SPB4L) project. SPB4L focuses on ensuring a safe and supportive environment with the aim of nurturing children towards their full potential. This project continues to be a significant change agent in our school.

Both these initiatives, along with the work being done throughout the on-going processes of School Review and Improvement (SRI) have done much to assist us in achieving our vision, which is to strive to achieve the best possible outcomes for our students.

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 2012 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 Canteen.

The parents of the school community who assist the P&F Association have once again made a positive contribution in 2012. The year saw a successful St Patrick’s Day Fete which was productive both financially and as a way of bringing the school and wider community together. The committee maintained its commitment to the purchase of IT equipment by finalising the Catholic Development Fund loan. A significant investment in new books for the Library was made as well as upgrading of playground equipment including two basketball post and hoops and a small fence extension. We look forward to continuing as a community in the
National Partnerships and were pleased to send the P&F President this year to a conference about improving the engagement of parents in schools.

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 student 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 and mufti days. Team B worked throughout the final two Terms building on funds raised by the first leadership group to help pay for sports shirts and the end-of-year graduation activities. We wore our personalised sport shirts with pride throughout Term 4. One of the highlights of the year was the School Movie night held at the Greater Union Cinema, Shellharbour – 129 children and parents attended. It was a great privilege to be a part of the leadership team at St Patrick’s in 2012. Both groups helped to make the school more enjoyable for everyone and the final year in primary school fantastic for all of the Year 6 students.

*School Leaders*
School Profile

School Context
St Patrick’s Catholic Primary School is a Catholic Systemic co-educational school located in Port Kembla. The school caters for students in years K-6 and has a current enrolment of 140 students. These students come from 97 families residing in sixteen feeder suburbs from Corrimal in the north to Shell Cove in the south.

Situated in the industrial heart of the Illawarra region and 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 been factored into the processes of continual development and renewal at St Patrick’s. The current Leadership Team and staff share a commitment to the provision of quality learning and teaching in the best Catholic tradition. The school enjoys a positive profile in the community due to its strong focus on pastoral care and commitment to student welfare.

Student Enrolments

<table>
<thead>
<tr>
<th>2012 Enrolments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
</tr>
<tr>
<td>LBOTE</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 2012.
### Student Attendance

<table>
<thead>
<tr>
<th>2012 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>89.0</td>
<td>83.8</td>
</tr>
<tr>
<td>Year 2</td>
<td>89.2</td>
<td>86.7</td>
</tr>
<tr>
<td>Year 3</td>
<td>89.4</td>
<td>89.2</td>
</tr>
<tr>
<td>Year 4</td>
<td>88.6</td>
<td>79.4</td>
</tr>
<tr>
<td>Year 5</td>
<td>82.5</td>
<td>86.0</td>
</tr>
<tr>
<td>Year 6</td>
<td>86.7</td>
<td>89.0</td>
</tr>
</tbody>
</table>

### Management of Student Non Attendance

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

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. Applications for exemption from attendance at school exceeding 5 days are also required in accordance with the Diocesan Student Attendance and Roll Marking Policy and Procedures Handbook (November 2012).

### Staffing Profile

There are a total of 14 teachers and 4 support staff at St Patrick’s Catholic Primary School. The composition of the workforce is as follows:

- 4 x full time teachers
- 10 x part time teachers
- 3 x job share positions in Grades 1, 2 and 5
- 1 x Senior School Support Officer
- 3 x School Support Officers
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

Teacher Attendance and Retention
The average daily teacher attendance rate for 2012 was 96.46%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2011 to 2012 was 91%.

Professional Learning
During 2012, St Patrick’s personnel undertook a range of professional learning activities related to improving student outcomes, particularly through School Review & Improvement priorities.

These included:
A. St Patrick’s whole school development days involved all staff. These days focused on:
   • Focus on Reading - Phase 2
   • iMovies

B. Other professional learning activities provided at school level including CEO run courses:
   • Focus on Literacy: Writing for Stages 2 and 3 (4 teachers attended)
   • Effective Use of Data (2 teachers attended)
   • Gifted and Talented Identification (6 teachers attended)
   • SPB4L (6 teachers attended)
   • First Aid - CPR (All staff attended)
   • Community Engagement (4 teachers attended)

The average expenditure by the school on professional learning per staff member was $345. In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $3 252.
Catholic Life & Religious Education

Our school Motto ‘Strength in Faith’ continued to be a guiding principle in all we do at St Patrick’s. Our day commences with the school prayer at assembly. Staff members gather weekly to pray and prayer begins our regular meetings. All children participate in formal and informal prayer situations throughout the school year. This year all students participated in a spirituality day highlighting our first Australian saint, Mary of the Cross MacKillop. Year 6 attended a Prayer and Gathering with Bishop Ingham at St Therese Primary School, West Wollongong. They performed a drama that highlighted the Fruits and Gifts of the Holy Spirit.

Father Patrick works with the school to provide the children with the opportunity to attend Mass in both class and whole school groups on a regular basis. Years 1 to Year 6 also attended Benediction on a regular basis and Reconciliation was provided to Years 3 to Year 6 at least twice a year. Father Patrick also visited classrooms regularly.

St Patrick’s celebrated the seasons of the Church Year along with significant feast and events. Celebrations have included St. Patrick’s Day, Holy Week, Grandparents Day, Anzac Day, Marian Feasts, St Mary of the Cross MacKillop, Mission Week, All Saints Day and All Souls Day. On these occasions the whole school attended Mass or we assembled for a prayer celebration.

Sacramental Programs were Parish based and the children from St Patricks’ joined with other Catholic children from the Parish. The programs consisted of workshops, retreat days, and practice evenings. This year the Sacrament of Penance took place in Year 3 and this pattern will continue in the future.

Religious Education lessons followed the curriculum set down by the Diocese and staff is suitably qualified to teach the children about their Catholic faith. This year our focus was on the continued development of storytelling in Years 3 to 6. Our Year 4 students completed the Religious Literacy Assessment and Extended Task. The children’s extended tasks were displayed to the school and wider community.

The school community at St Patrick’s continued to assist those in need. We supported Project Compassion during Lent and raised $350 and during Mission Week we raised $200. The school community also assisted the Sisters of St Joseph and the Franciscan Sisters to continue their work in assisting people in need. This year saw the start of Mini Vinnies at St Patrick’s and children were commissioned in March. We decided to concentrate our efforts this year on the Winter Appeal and the Christmas Appeal. The children collected blankets, scarfs, hats and gloves for the Winter Appeal and food and gifts for the Christmas Appeal. Four students attended the first Mini Vinnies Gathering Day held at St Therese, West Wollongong. The children enjoyed the day and learnt much from it. The information and ideas they gained will be useful in planning for next year.
Religious Literacy Assessment

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2012. The school cohort in 2012 consisted of 18 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 27 August 2012 and 18 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 Term 3.

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

For Part A, 16.6% of students were placed in the developing level, 55.60% in the achieving level and 27.80% were in the extending level.

For Part B, 11.1% of students were placed in the developing level, 77.8% in the achieving level and 11.1% were in the extending level.

Combining Parts A and B, 11.1% of students were placed in the developing level, 72.2% in the achieving level and 16.7% were in the extending level for Religious Literacy.

Financial Summary

During 2012 St Patrick’s received a grant from the Commonwealth Government for $46 216 for solar panels and LED lighting. A grant from Telstra’s Kids Fund for $1 200 was used to purchase 3 iPads and 12 iPad covers. Our P&F Association donated $3 000 to our school for the purchase of Basketball Posts.

Additionally, over $11 800 was expended on cupboards in the Administration area, while over $11 100 was spent on maintenance – pest control, plumbing, locks, windows, repairs to school property and shelving in the PE store. $5 000 was expended on 11 iPads and covers.

The following graphs reflect the aggregated income and expenditure for St Patrick’s Catholic Primary School, Port Kembla for the year ended 31 December 2012. This data is taken from the 2012 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

Introduction

Staff has worked together in an effort to maintain the provision of quality education in a safe and supportive working environment. The well-being of students has been paramount and in accordance with School Review and Improvement priorities, policies and procedures supporting student welfare and behaviour have continued to be extensively reviewed during the year within the framework of the Diocesan initiative, School-wide Positive Behaviours for Learning (SPB4L).

Pastoral Care

SPB4L has become an integral part of the school environment. The three rules of respectful, responsible and safe are known by students, teachers and parents alike.

Through National Partnerships, St. Patrick’s has continued to implement a behaviour policy that is based on restorative justice principles and uses SPB4L in promoting respect and responsibility.

In 2012, the focus has been on the playground – ensuring that the children understand and know the rules and that in turn, the playground becomes a safe and supportive environment. This has been supported through:

- the use of BART data, which informs us of playground trends (incidences and affirmations)
- further development of the behaviour matrix (major/minor) which assists teachers in making decisions when dealing with issues on the playground
- the development of a playground response chart to support teachers (and to inform casual staff also)
• the implementation of lesson plans to educate students in correct procedures and to improve the quality of play, lining up and movement around the school
• adapting the playground environment to improve the quality of play and provide students with more opportunities of play
• the purchase of equipment to enhance play activities and to provide some structured play
• the development of signs for the playground that inform students of play areas (words and pictures)
• raising awareness with all stakeholders – ensuring that the procedures and processes are transparent and that information is freely available
• the development of pro formas to support the program and to ensure accountability
• the use of MSPEC in risk assessment and for the provision of support for students
• staff professional development meetings to ensure staff not only understand processes and procedures, but that they are also involved in the decision-making (whole-team approach)
• regular fortnightly meetings with SPB4L team, as well as planning days and organisational meetings

Year 6 was fortunate to have the Director of ‘Restorative Wellbeing’ visit. He facilitated five student workshops with the theme of ‘Respectful Relationships’. The Year 6 students were engaged in an array of practical experiences exploring boundaries, honesty and integrity, choices and secrets, bullying and peer pressure, and conflict resolution. Year 6 were also fortunate to have the school Counsellor conduct a Transition To High School Program to help address questions and concerns the children had raised around making friends, anxiety and stress.

In addition, St Patrick’s has been fortunate to have the services of a counsellor from CatholicCare one day each week. It has been important that this year we have addressed a range of issues, and re-addressed them where necessary.

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](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2012.

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

The staff at St Patrick’s continues to demonstrate a commitment to the delivery of a diverse and contemporary curriculum which caters for the needs of students across the learning continuum. 2012 has seen the continuation of school, system and national based initiatives designed to promote and enhance both teacher quality and student learning. Staff was directed in the further development of quality teaching practices through the continuing implementation of the Diocesan Learning and Teaching Framework (DLTF) and the National Partnerships ‘Focus on Reading’ (FOR) project.

National Partnerships

St Patrick’s participates in the Smarter Schools National Partnerships. 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 Partnerships 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.

St Patrick’s has implemented the following initiatives under the National Partnerships Agreement:

- Focus on Reading (FOR)
- School Wide Positive Behaviours for Learning (SPB4L)

Curriculum & Pedagogy

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 Religious Education Curriculum.

In 2012, a specialist teacher delivered instruction in Physical Education (P.E.) and in Year 5, 16 students were provided instruction in basic Japanese language and culture. Information and Communication Learning Technologies (ICLT) are integrated across all Key Learning Areas in all Stages of Learning.
Student progress was formally presented to parents twice a year in the form of a written A to E graded report with the option of parent/teacher meetings following the distribution of reports. Kindergarten staff provided a verbal report to parents in Term 2 and a written Report based on indicators of competency in Term 4. Year 3 and Year 5 students participated in National Assessment Program Literacy and Numeracy (NAPLAN) and Year 4 students participated in the Diocesan Religious Assessment Part A and Part B. Results of these assessments were provided to parents as a written Report.

**Cross Curriculum**

During 2012, Focus on Reading has been instrumental in assisting staff to improve the levels of reading within the school. Teachers implemented programs focusing on improving teaching and learning of comprehension skills in the classroom and intervention programs for those students identified as being 'at risk'. In all Stages teachers have designed units of work integrating outcomes from all Key Learning Areas that include rich learning experiences. The implementation of the Diocesan Learning and Teaching Framework (DLTF) allowed for learning experiences to be developed ensuring more effective teaching.

Culturally appropriate teaching and learning resources were utilised to support and supplement the teaching of Indigenous perspectives across key learning areas.

**Meeting the needs of all students**

In 2012 there were 21 students across the school on Review. In 2012, 6 students were referred to the Review Committee by their teachers and were placed on review. A restructuring of the referral process occurred in 2012 with the inclusion of Gifted and Talented as a reason for placing students on review.

In 2012, St Patrick’s School embarked on the process of identifying Gifted and Talented students. In Term 2 the staff received Professional Development in the area of Gifted and Talented identification. In Term 4, Years 2-5 underwent the Australian Council for Educational Research (ACER) General Ability Test which is a screening test for Gifted and Talented students. The results indicated that 10 students required further individual testing. These 10 students were tested using the Slosson Intelligence Test. Individual plans will be drawn up for the students with ‘very superior’ cognitive ability.

In 2012 there were 8 students who were funded Special Education students. Each Term all funded students had individual plans designed collaboratively between classroom teachers, the Special Education Coordinator, school support officers and parents. Eleven students were identified through baseline data collected on reading and comprehension as being ‘at risk’ of underachieving and one student was identified as achieving beyond her cohort in reading and comprehension. Individual plans were drawn up for these students with specific learning goals. These were evaluated each Term. All Individual Plans and student support information were updated each term.
The 2012 Reading Recovery Program addressed the reading concerns of ten Year 1 students – 44% 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.

In 2012, eight students across the school were receiving counselling by the CatholicCare counsellor.

**Expanding Learning Opportunities**

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

Weekly Sport and Physical Education opportunities were embraced and celebrated along with opportunities to represent the school in a number of sporting disciplines. Twenty two of our students represented the school in the Diocesan Swimming Carnival, 24 in Diocesan Cross Country and 23 in the Regional Athletics Carnival. Three students participated in Diocesan Sports Trials in athletics, four in soccer and one in swimming. Two students won selection into the Diocesan Cross-country team and one each in the athletics and swimming teams. The school swimming program which catered for both beginners and those requiring practice and refinement of skills was attended by 94 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.

Voluntary engagement in the UNSW International Schools Competition 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.

Year1 students participated in the Photovoice initiative. This was a photo and story project by Year 1 students at St Patrick’s Port Kembla in partnership with the University of Wollongong (UOW) Education students. Year 1 students at the school used cameras to take photos of their favourite activities at school. UOW Faculty of Education Dean’s Scholars students then worked with the children to help them write stories about their photographs. The photographs and stories were collated into books which the Year 1 students shared with their parents and caregivers at a special book launch which was attended by St Patrick’s School staff, Dean’s Scholars involved in the project and the Senior Lecturer, Language and Literacy, in the UOW Faculty of Education and Coordinator of the Dean’s Scholars Program.
All teaching staff hosted mentoring visits for colleagues from St. Francis of Assisi School, Warrawong and St. Mary’s Star of the Sea Milton in Term 2. This was an opportunity for the St. Patrick’s teachers to demonstrate their improved classroom practice after completing Phase 2 of Focus on Reading. This collaboration was reciprocated in Term 4 when the St. Patrick’s teachers visited Milton.

Many classes attended excursions which complemented the learning and teaching program. In 2012 this included visits to: Cityfarm, Redpoint Art Gallery, the beach and for Stage 3, a 3day/2night camp at ‘The Tops’ Conference Centre in Stanwell Tops.

**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 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.

In Year 3, St Patrick’s was above the national average in Reading in Bands 5/6 and 3/4. In Year 5, the school was above the national average in Reading in bands 5/6 and 7/8.

In both Years 3 and 5, St Patrick’s was above or equal to the National Minimum Standard in the areas of Reading, Writing, Spelling and Numeracy.
Student Achievement in Bands

Year 3 results are reported in Bands 1 to 6 with Band 6 representing the highest achievement and Year 5 results are reported in Bands 3 to 8 with Band 8 representing the highest achievement. **Please Note: Figures have been rounded to the nearest whole number.**

<table>
<thead>
<tr>
<th>NAPLAN 2012: % in Bands</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
</tr>
<tr>
<td>Reading</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>14%</td>
<td>37%</td>
</tr>
<tr>
<td>Writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>13%</td>
<td>60%</td>
</tr>
<tr>
<td>National</td>
<td>8%</td>
<td>44%</td>
</tr>
<tr>
<td>Spelling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>0%</td>
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</tr>
<tr>
<td>National</td>
<td>13%</td>
<td>41%</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
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<td></td>
</tr>
<tr>
<td>School</td>
<td>7%</td>
<td>40%</td>
</tr>
<tr>
<td>National</td>
<td>13%</td>
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<tr>
<td>Numeracy</td>
<td></td>
<td></td>
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<tr>
<td>School</td>
<td>13%</td>
<td>60%</td>
</tr>
<tr>
<td>National</td>
<td>16%</td>
<td>49%</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) are achieving AT the NMS. Students in all other Bands are achieving ABOVE the NMS.
<table>
<thead>
<tr>
<th>NAPLAN 2012: % AT or ABOVE NMS</th>
<th>YEAR 3</th>
<th>YEAR 5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>95%</td>
<td>92%</td>
</tr>
<tr>
<td><strong>Spelling</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>94%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
</tr>
<tr>
<td><strong>Grammar &amp; Punctuation</strong></td>
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</tr>
<tr>
<td>School</td>
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<td>88%</td>
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<tr>
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<td>90%</td>
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<td><strong>Numeracy</strong></td>
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</tr>
<tr>
<td>School</td>
<td>100%</td>
<td>93%</td>
</tr>
<tr>
<td>National</td>
<td>94%</td>
<td>93%</td>
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**Parent, Student and Staff Satisfaction**

In 2012, St Patrick’s had the School Review and Improvement Cyclic Review. During this review parents, students and staff were given the opportunity to reflect on their satisfaction level with regards all that has happened at the school during the last five years.

The Review panel stated that parents were very supportive of the school, felt valued and had a clear understanding of their child’s learning. They believed that the classroom teachers were welcoming and had a good sense of where each child was in their learning. Parents thought that the effective use of technology allowed them to maintain two-way communication and know what was happening in the school generally, but also with their child’s learning.

The panel also stated that students felt that their school was a friendly and inviting school. They believed that their voice counted and they had regular meetings with the Principal which they valued. There was a genuine sense of pride and ownership. The students also felt stimulated with a variety of activities available to them, both in the classroom and on the playground.

With regards the staff, the panel stated that a collaborative approach to learning by the staff was evident via how data and its analysis have been embedded into their practices. The data was owned by all staff. The teachers expressed their enthusiasm in further developing their own skills in order to inform their teaching practices as a whole school to improve student outcomes. Staff saw themselves as an authentic learning community on a shared journey – the Leadership team, staff, parents and, especially, students.
School Review and Improvement

School Review and Improvement (SRI) is an on-going 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 2012:
This year St Patrick’s underwent a Cyclic Review. This was a process of critical reflection of the school’s strategic planning within the context of the school, system and Diocesan priorities over the last five year SRI cycle. The Cyclic Review provided clear feedback about the school’s processes and future directions. This year, through SRI, St Patrick’s improved:

- **Key Area 3: Pedagogy.**
  3.2 – Provision for the Diverse Needs of Learner
  3.6 – School Climate, Learning Environment and Relationships
- **Key Area 4: Human Resources, Leadership and Management**
  4.4 - Succession Planning
- **Key Area 6: Parents, Partnership, Consultation and Communication.**
  6.1 – Parent Involvement
  6.2 – Reporting to the Community
  6.3 – Linkages to the Wider Community

In actioning the 2012 School Review and Improvement Plan, the staff:

- Built networks with the National Partnership Schools
- Completed Phase 2 of Focus on Reading
- Improved non-classroom area behaviours
- Promoted teachers as leaders of learning
- Engaged parents more broadly throughout the school
- Developed linkages with the wider community
- Formally identified Gifted and Talented students
School Review and Improvement components to be reviewed and rated in 2013:

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

- **Key Area 3: Pedagogy:**
  3.1 Curriculum Provision
  3.3 Teaching Practices
  3.5 Assessment
  3.7 Professional Learning

- **Key Area 6: Parents, Partnership, Consultation and Communication:**
  6.1 Parent Involvement
  6.3 Linkages with the Wider Community

The above SRI components have been selected so as to align with the major initiatives of the National Partnerships program for St Patrick’s in 2013, these being Taking Off with Numeracy (TOWN) and Community Engagement.