About This Report

St Patrick’s Catholic Primary School, Port Kembla is registered by the Board of Studies NSW 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 Board of Studies NSW requirements for Registration and Accreditation.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the Board of Studies NSW, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2014.

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 Anne Duggan
Date: 13 December 2013
Vision Statement

A Quality Catholic Learning Community, Strong in Faith.

Message from Key School Bodies

Principal’s Message

The 2013 school year has been one of change, successes, initiatives and consolidation of many programs operating within our school. St Patrick’s has completed the process (after consultation with all stakeholders) of renewing our Mission and Vision statement.

The school continued their engagement in the Smarter Schools National Partnerships, which is aimed at improving student learning outcomes through the delivery of quality learning and teaching in Literacy. St Patrick’s this year continued Focus on Reading (FOR) and began a two year Maths program called Taking Off With Numeracy (TOWN). A new garden has begun and we look forward to having this new learning space in 2014.

St Patrick’s are now into the third year of School Wide Positive Behaviours for Learning (SPB4L) with emphasis on the classroom. SPB4L ensures a safe and supportive environment, which continues to be a significant change agent in our school.

As part of our School Review and Improvement (SRI) priorities the school has purchased, with the assistance of the Parents and Friends Association (P&F) 20 new iPads, iPad apps and installed Apple TVs. Teachers have been involved in professional learning in Information Technology (IT).

This Annual Report highlights our achievements during the 2013 School Year.

Parent Involvement

This year saw a major change in the membership of the P&F. A new team was formed and supported by many new parents attending our meetings. This fresh perspective provided opportunities for great discussions and challenges. The P&F continues to have the interests of our children and school community as our primary focus. The extraordinary commitment of the P&F of St Patricks saw many activities organised and supported including:

- Mothers Day High Tea and stall;
- Father’s Day breakfast and stall;
- End of Term breakfasts;
- International food night;
- Family Portrait sittings;
• Sale of Entertainment books;
• St Patricks Wine fundraising (ongoing);
• Easter, Christmas and goodwill baskets;
• Special Canteen Wednesdays;
• Suggestion box in school office;
• School banking commenced;
• Support students from 2014 attending representative activities at MacKillop level and above contributing $100 towards costs;
• Attendance at the Biennial Catholic school Conference; and,
• Submission of a proposal for and After School Care program to the Diocese.

Monies raised for 2013 was almost $9 000 and has mostly been gifted back to the school to support the purchase of:
• 10 iPads;
• iPad Apps; and,
• IT technology enabling Apple TV use or white board use in all classrooms.

It has been a time for change both within the P&F and our school with a new Principal. We continue to look forward to making positive, valuable and informed contributions to our school, community and importantly our children’s experience of St Patricks. Thank you to the P&F Executive for their extraordinary efforts and all parents who contributed time and energy. Also thank you to the school executive for their support of parents.

*Parents and Friends Association, President*

**Student Leadership**

Our school’s student leadership team is made up of a boy and girl School Captain, a boy and girl Vice Captain, House Captains and a Pastoral Support Team. All of Year 6 students were on the Student representative Council (SRC) this year.

We were responsible for the Morning Assembly routine including Prayer, the Acknowledgement of Country and the flag raising. We were also responsible for class points monitoring and the weekly presentation of Class of the Week.

During the year we planned the Pyjama Disco and Crazy Hair Mufti-day. We organised the Lolly guessing competition to help pay for our Year 6 personalised sports T-shirts that we wore with pride throughout Terms 3 and 4. We had also raised funds for them by selling chocolates in Term 1. One of the highlights of the year was the School Movie night held at the Greater Union Cinema, Shellharbour – over 180 children, parents and staff attended and we watched the Premier of FROZEN. We also hosted the ‘Spatricktacular’ our annual variety show in Term 4
It was a great privilege to be a part of the leadership team at St Patrick’s in 2013. We were able 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 (141). These students come from 97 families residing in sixteen feeder suburbs from Corrimal in the north to Blackbutt 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>2013 Enrolments</th>
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<tbody>
<tr>
<td>Boys</td>
</tr>
<tr>
<td>Girls</td>
</tr>
<tr>
<td>Total</td>
</tr>
<tr>
<td>Indigenous</td>
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<td>LBOTE</td>
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</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 2013.
Student Attendance

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<tr>
<th>2013 Attendance</th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.6</td>
<td>95.8</td>
</tr>
<tr>
<td>Year 1</td>
<td>95.8</td>
<td>93.3</td>
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<tr>
<td>Year 2</td>
<td>94.2</td>
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<td>Year 3</td>
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<td>Year 4</td>
<td>95.5</td>
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<tr>
<td>Year 5</td>
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<td>96.8</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.6</td>
<td>93.3</td>
</tr>
<tr>
<td>Whole school</td>
<td>95.0</td>
<td>95.3</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. This number includes 4 full-time 10 part-time teachers.

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

Teacher Attendance and Retention

The average daily teacher attendance rate for 2013 was 90.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2012 to 2013 was 93%.

Professional Learning

During 2013, St Patrick’s Catholic Primary School 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 Catholic Primary School whole school development days involving all staff. These days focused on:
   - Taking Off With Numeracy (TOWN); and,
   - Spirituality Day- Kindness and Compassion.
B. Other professional learning activities provided at school level including CEO run courses:
- Learning Technologies (2 staff);
- Information Technology (IT) – Google, iPad, Apple TV (all staff attended);
- Focus on Reading- Phase 3 (5 staff attended);
- First Aid-CPR (all staff attended);
- National Partnerships –Permaculture (all staff attended); and,
- Live Life Well (2 staff attended).

The average expenditure by the school on professional learning per staff member was $307.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff Member of $3,893.

**Catholic Life & Religious Education**

Creating “A quality Catholic learning community, Strong in Faith” is our vision at St Patrick’s. Our Parish Priest Father Patrick Vaughan works closely with the school to provide the children with the opportunity to attend Mass in both school and class groups on a regular basis. Primary classes are given the opportunity to attend the Sacrament of Penance and Benediction each Term and Father visits classes each Term to speak with the children on topics that they have been learning about, Sacraments, prayer and current events in the life of the Church. Strengthening the links between Parish and school is a goal we continually strive to improve.

St Patrick’s celebrates the seasons of the Church year along with significant feasts and events. These include Holy Week, Anzac Day, Harmony Day, St Patrick’s Day, and St Mary of the Cross Mackillop Feast Day, Sacred Heart, Marian Feasts, Mission Week, All Saints, All Souls, Remembrance Day and Grandparents Day. An open invitation is extended to all members of the school community to attend these gatherings.

Year 6 students attended Mass with the Bishop Peter at Shellharbour. Year 5 and 6 students worked to create artistic visualisations of scripture passages for the Christmas Art Competition.

Morning assemblies on Mondays commence with acknowledgement of the indigenous inhabitants and our school prayer is lead by Year 6 students throughout the week.

Religious Education lessons follow the curriculum set down by the Diocese and the staff is suitably qualified to teach the children about their Catholic Faith. Fifteen Year 4 students completed the Religious Literacy Part A and B this year. The student’s work was put on display for the wider school community to view.
The Mini Vinnies group undertook a number of activities including: Noodle Drive, Unfashionable Disco, Winter and Christmas Appeals this year to raise awareness and funds for those in our local community who need our assistance. The Vinnies Van visited the school to educate the children about their mission and accepted food donations.

St Patrick’s supports the work of the Sisters of St Joseph in East Timor and the Franciscan Sisters of the Heart of Jesus missions throughout the world. The school community donates to various organisations including Caritas Australia $195, Catholic Mission $200, Franciscan Sisters $83, St Vincent De Paul $265.

The school supports the Parish based Sacramental program. Children from St Patrick’s have joined with other Catholic children from the Parish in workshops and a retreat afternoon. The school works with catechists and the Parish Priest on these occasions. Year 3 students received the Sacrament of Penance and made their First Holy Communion. Year 6 students received the Sacrament of Confirmation.

In 2014 our new Vision and Mission Statement will be further embedded into all aspects of school life and we will support the Diocesan Pastoral Plan’s Actions and Strategies focussing on young Catholics (Goal A).

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2013. The school cohort in 2013 consisted of 15 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 26 August 2013 and 15 completed the Extended Task (Part B). The Extended Task was based on the Unit: One with God’s Creation and was completed during the first half of Term 3.

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

Students showed a high level of performance in their knowledge of the Religious tradition. This high level of performance was particularly noticeable in their ability to:
- demonstrate an understanding of the creation story;
- demonstrate an understanding of the gifts of the Holy Spirit;
- describe how they can respond to Jesus command to love God and others; and,
- recall and sequence the story of the Good Samaritan.

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 key symbols of Baptism;
- recall the key events of Easter;
- recall and sequence the parts of the Liturgy of the Eucharist; and,
- identify key symbols, signs and rituals of the Season of Advent.
For Part A 26.7% of students were placed in the developing level, 60% in the achieving level and 13.3% were in the extending level.

For Part B, 0% of students were placed in the developing level, 86.7% in the achieving level and 13.3% were in the extending level.

Combining Parts A and B, 20% of students were placed in the developing level, 80% in the achieving level and 0% were in the extending level for Religious Literacy.

**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 2013:**

- **Key Area 1: Catholic Life and Religious Education**
  1.1 Vision and Mission
  
  To write a school Mission and Vision Statement

- **Key Area 2: Students and their Learning**
  2.2: Rights and Responsibilities
  
  To introduce School-wide Positive Behaviours for Learning (SPB4L) into Learning Areas.

- **Key Area 3: Pedagogy**
  3.1 Curriculum Provision
  
  To Improve Numeracy, Literacy and Religious Education Outcomes
  3.3 Teaching Practices
  
  To improve Literacy and Numeracy teaching and learning experiences
  3.5 Assessment
  
  To improve student and teacher assessment in Numeracy and Literacy
  3.7 Professional Learning
  
  To participate in Professional Development in FOR, Town SPB4L, Australian Curriculum
St Patrick’s Catholic Primary School, Port Kembla Annual School Report 2013

- **Key Area 6: Parents, Partnerships, Consultation and Communication**
  - 6.1 Parent Involvement
    To increase parental engagement within the school
  - 6.3 Linkages with the Wider Community
    To provide opportunities for the school to engage in Community Initiatives.

**School Review and Improvement components to be reviewed and rated in 2014:**

The following areas have been selected for focus in 2014 to ensure an ongoing emphasis on quality student learning and effective teaching. The Australian Curriculum implementation in English and Mathematics necessitates a strong focus on teacher quality and practice as well as effective planning to meet the diverse needs of learners.

- **Key Area 1: Catholic Life and Religious Education:**
  - 1.3 Catholic Life and Culture

- **Key Area 2: Students and their Learning**
  - 2.5 Pastoral Care

- **Key Area 3: Pedagogy**
  - 3.2 Provision for the Diverse Needs of Learners
  - 3.4 Planning, Programming and Evaluation

- **Key Area 4: Human Resources Leadership and Management**
  - 4.5 Overall compliance with legislation and other requirements

- **Key Area 5: Resources, Finance and Facilities**
  - 5.1 ICT Resources
Financial Summary

Our P&F donated $6 000 that went towards the purchase of iPads that were put into the Stage 3 classrooms. The volunteer Wednesday canteen, which operated in the second half of the year, raised $864 to purchase an iPad and various peripherals that were required for the new 4 TV’s that were purchased by the school.

$14 100 was spent on maintenance – pest control, plumbing, locks, windows, repairs to school property. $10 000 was expended on 14 iPads.

The following graphs reflect the aggregated income and expenditure for St Patrick’s Catholic Primary School, Port Kembla for the year ended 31 December 2013. This data is taken from the 2013 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

School-wide Positive Behaviours 4 Learning (SPB 4 L) has become an integral part of the school environment. The three school rules: Be Respectful, Be Responsible and Be Safe are known and understood by students, teachers and parents alike.

The Year 6 students led an SPB 4 L Expo in Terms 2 and 4. The purpose of these was to consolidate our respectful, responsible and safe behaviours in seven non-classroom areas. The student body moved around the school in class groups to visit the seven non-classroom areas in turn. The Year 6 students taught what being safe, respectful and responsible looks like, sounds like and feels like in each of the seven non-classroom areas to ensure that all of the students were conscious of the correct behaviour.

Staff began the transition of SPB 4 L from the playground into the learning areas. Staff has designed a matrix of definitions of major and minor behaviours and developed a response sequence for incidences of such. Further the implementation of Recording Books for classroom use has strengthened data staff has available to them to intercede for students when evidence of declining behaviour becomes apparent.

The Let’s Play Games initiative was introduced to the school in Term 4. Let’s Play Games is a Social Skills Program for Primary Schools focusing on students in Stage 1. It is a program designed to teach co-operation, assertion, friendship, empathy, and self-control skill development to increase the success of individual’s interactions with peers.

In addition St Patrick’s has been fortunate to have the services of a Counsellor from CatholicCare three days per month. This has been an invaluable service for the support of students and their needs.

CatholicCare provided parent sessions on family support programs – ‘123 Magic’ and Emotion Coaching (behavioural management program for parents) and ‘Kids and Bullying ’ – designed for parents seeking to better understand the issues surrounding bullying.

A Pastoral Care Support worker was employed in 2013. She was actively engaged in Sacramental programs, Social justice Groups, Structured Play Interventions and Social Skills Programs.

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 document 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 2013.

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 continued to demonstrate a commitment to the delivery of a diverse and contemporary curriculum that caters for the needs of students across the learning continuum. 2013 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 and the National Partnerships ‘Focus on Reading’ (FOR) project and Taking Off with Numeracy (TOWN).

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

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

- Focus on Reading: Phase 3;
- Taking Off With Numeracy (TOWN);
- School – wide Positive Behaviours 4 Learning (SPB4L); and,
- Community Engagement – The establishment of a Permaculture Garden.
Curriculum & Pedagogy

All learning and teaching programs implemented at St. Patrick’s fulfil Federal Government initiatives, 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 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 2013, a specialist teacher delivered instruction in Physical Education (P.E.) and in Year 5, 21 students were provided instruction in basic Japanese language and culture.

It has been an exciting year for St Patrick’s in technological terms.

In July this year, the school purchased 4 54” LCD screens, 4 Apple TVs and HDMI cables and had them installed into 4 classrooms (Year 1, Year 2, Year 4 and Year 5). The Smart Board that had been located in the library was relocated into the Kindergarten Classroom. New software was also purchased for the classrooms with Smart Boards. The relocation and purchase of resources now means that every child in the school now has quick access to digital content in their classroom, addressing previous inequities.

With contributions from the P&F and the School ICLT Budget, we purchased 14 new iPads, increasing the total number in the school to 29. These iPads have now been allocated to classrooms, with approximately 4 in each room, to be used in Literacy and Mathematics centres, as well as for general learning. Work the students are completing in the classroom can now be shared with the class using Apple TV or the Reflector software purchased.

The P&F have also generously instituted ‘Wednesday Canteen Day’ at the canteen in order to raise additional funds for the ICLT budget. This money has so far provided the school with an extra iPad as well as much needed applications for the iPads.

2013 has been a year of growth professionally, with all staff receiving professional development around the use of Google Applications such as Drive, Docs and Calendar. The Staff are looking forward to using these applications with the students for learning and teaching experience, with each child afforded a Google account. The potential for classroom use is virtually limitless.

This year also saw the establishment of the St Patrick’s Skoolbag app, which has afforded us a quick, simple and effective way to communicate with parents through their smart phones or over the web.
**Meeting the needs of Students**

In 2013 at St Patrick’s Parish School teachers have continued to show evidence of differentiating their teaching programs to cater for the diverse learning needs of the students in their classrooms. In 2013 differentiation in classrooms consisting of small guided grouping for English and Mathematics, fluid and flexible grouping of students, support from a School Support Officer, Literacy Support Teacher or Teacher Educator. The School Review Committee continued to track the progress of students not progressing at an expected rate through data collection. Where teachers felt that students required continuous monitoring of their progress in either English or Mathematics, they were referred to the Review Committee for monitoring. This year there were 18 students on review.

In 2013 there were 6 students with a disability who received funding from the Catholic Education Office for additional support. These students had three transition meetings which involved their parents, teachers and where possible support staff to collaboratively plan and develop an individual plan with a learning goal(s) as a focus. From the individual plans an activity plan was developed which provided details of the learning goal and how in a practical sense it was to be achieved. School support officers and teachers worked in a support role in 1:1, small group or withdrawal to provide the extra support for these students. St Patrick’s was also involved in the pilot data collection endorsed by Catholic Education Commission, whereby data was collected on the school population and plans were written for students with the following conditions; asthma, anaphylaxis, physical disability and students with diagnosed intellectual disability. The IP tool also underwent a transformation this year and the overall appearance was somewhat different to the original IP tool.

This year was our second year of identification of gifted learners. All of Year 2 and any new enrolments to the school were screened using the AGAT general ability test and three students also sat the Slosson Intelligence Test. The current list of students identified as gifted stands at 11. In 2013, two students were added to this list. The Strengthening Potential Through Learning in Interactive Challenging Environments in the Diocese of Wollongong (SPLICED) Program also entered it’s second year running at St Patrick’s with 12 students being apart of this program. In semester two, more self directed learning was seen as students discussed their learning goals with their teachers prior to commencing the second semester of SPLICED.

Students across Years 1-6 have had opportunities to be part of two writing competitions this year. All students in K-2 took part in a spelling initiative called ‘Spellwiz’ which enabled them to practice and implement spelling strategies. Primary students had the opportunity to take part in a public speaking competition.
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, and a school-based Talent Quest. This year our Pastoral Care Worker helped to liaise with the Coomaditchie Community at Warrawong. Two ladies came and spent the whole day creating with each child in the school 3 murals. These murals were based on the Dreaming stories that told of the early ancestors and formation of the land around Port Kembla.

There are two levels of sport offered within the school. Firstly, a school based program involving all children and secondly the opportunity for selected students to compete outside the school, as teams and as individuals.

The school based program includes: School Carnivals in Cross Country, Athletics and Swimming involving all the students from Kindergarten to Year 6. Weekly sport is conducted each week with individual classes participating in skills and games. Sport is also included in the Physical Education Program. In Term 4 a swimming program catering for beginners through to challenging squad work is held for three sports sessions, with an average of 101 students attending each session. This was held at the University of Wollongong Aquatic Centre with qualified swimming instructors and coaches.

St Patrick’s School participated in South Coast Swimming and Athletics Carnivals also in the Diocesan Cross Country. As a result two of our 24 students were selected in the Diocesan Cross Country team to compete at Eastern Creek. One of our 24 athletes competed in the Diocesan Athletics team at Olympic Park. From the school swim squad of 24 one student went on to represent the Diocese in swimming.

St Patrick’s nominated teams in four Gala Days this year: Soccer, Netball, Basketball and Cricket.

The promotion of healthy lifestyle options underpinned the operation of a volunteers’ healthy Canteen every Wednesday. Parents have brought in homemade food or cooked on site soup, pasta and fresh fruit and vegetables. With the money they have raised we were able to buy peripherals for IT hardware and an iPad.

In 2013 saw the implementation of the ‘Photovoice’ project for the second year running. Ten University of Wollongong, Faculty of Education students worked collaboratively with Kindergarten students, their classroom teachers and parents at St Patrick’s to assist them to each create their own self-authored and illustrated texts. This three week project saw the integration of literacy and IT skills come to life in a Kindergarten classroom with it culminating in a book launch where parents, grandparents and 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 were invited to read the self made texts with the students.
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

NAPLAN is implemented for students in Years 3 and 5 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 2013 the Year 3 cohort were above the National Average in Bands 5 and 6 in Spelling and Grammar and Punctuation. In Reading, Writing and Numeracy the Year 3 cohort were above the National Average in Bands 3 and 4.

Year 5 was above the National average in Bands 7 and 8 in Reading and Grammar and Punctuation. They were above the National Average in Bands 5 and 6 in Writing, Spelling and Numeracy.

Student Achievement in Bands

The National Assessment Program Literacy and Numeracy (NAPLAN) assess 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 2013: % in Bands

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<th>YEAR 3</th>
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<th>YEAR 5</th>
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<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 7 and 8</td>
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<tr>
<td>School</td>
<td>10%</td>
<td>65%</td>
<td>25%</td>
<td>5%</td>
<td>47%</td>
<td>47%</td>
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<tr>
<td>National</td>
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### 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.
Parent, Student and Staff Satisfaction

At the end of the 2013 School Year parents, students and staff were given the opportunity by means of a survey to provide the school with feedback on its performance in a number of key areas. The survey was a way for the school to gauge how well they had achieved their goals for the year and it gave important feedback for future planning.

Parent Satisfaction Findings

All parents were invited to respond to the survey. Those that responded agreed that the school helped their children develop knowledge and understanding about Catholic tradition and that the school provided opportunities for parents to be involved.

A small number of parents indicated that the school needed to look at co-curricular activities, be provided with more information about their child’s progress and better communication about activities and events.

Student Satisfaction Findings

In December sixty-nine students from Years 3, 4, 5 and 6 were surveyed. There were seven questions in the survey ranging from their pride in the school, teacher encouragement, understanding their rights and responsibilities and feeling safe at school. The students were in agreement that the school helped them understand the Catholic faith. Students also indicated that there were opportunities to become involved in sporting and other activities at school. A small group of students was unsure of whom to approach for help if they had a problem.

Staff Satisfaction Findings

All staff agreed positively in all areas of the survey. They agreed that the school provided a safe and supportive environment and helped students develop a knowledge and understanding about Catholic tradition. One respondent felt that the school could provide appropriate information to parents about student progress.