Annual School Report
2014
About This Report

St Patrick’s Catholic Primary School, Port Kembla is registered by the Board of Studies, Teaching and Educational Standards (BOSTES) 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 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 BOSTES NSW requirements for Registration.

This Report complements and is supplementary to school newsletters and other regular communications. Following its submission to the BOSTES, the Report will be presented to the Parent Body and be available on the school’s website by 30 June 2015.

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:  Anne Duggan

Date:  5 December 2014
Vision Statement

Quality Catholic Learning Community, Strong in Faith

Message from Key School Bodies

Principal’s Message

Congratulations teachers, support officers, students and parents for another wonderful year of learning. I thank them for their professionalism and commitment to learning. This Report celebrates 2014’s outstanding programs and achievements.

St Patrick’s has once again delivered quality, Catholic education aimed at improving student outcomes in all areas of the curriculum. Particular emphasis this year has been to consolidate a Mathematics program started last year called Taking Off With Numeracy (TOWN), Spelling and Information Technology. Our new garden (Living Classroom) is progressing well under the guidance of a Permaculture teacher. Our Year 4 Garden Ambassadors have now been trained to begin involving all members of our school community to use the area as a place where many learning experiences can occur.

Plans are underway for the development of new school buildings in 2016. Consultation has occurred throughout this year between Parish, parents, school staff and students. Details of many highlights of the year are included in this Report and I hope you enjoy reading about your children’s and our school’s achievements. I thank everyone who contributed information to this Report and to students, staff and parents who responded to surveys.

Parent Involvement

2014 began with a brand new Parents and Friends (P&F) Committee. The P&F have provided many opportunities for the school to be involved with parish and community.

- Mother’s Day Breakfast and Stall;
- Father’s Day Breakfast and Stall;
- International Night;
- Sale of Entertainment Books;
- Walkathon;
- Volunteer Canteen Wednesdays;
- School Banking;
- Easter Guessing Competitions;
- Harmony Day;
- St Patrick’s Mini Fete;
• Chocolate Drive;
• Pie Drive; and
• donations of food and vouchers to assist sick families

Money raised has gone towards the purchase of purchasing iPads and apps for the school. As President of the P&F I am so proud of what we have achieved this year for our fantastic school at St Patrick’s Port Kembla. We recently approved money to be used in an ANZAC Memorial Garden for the children to commemorate the ANZAC Centenary next year. We have already started planning for a Fete for March 2015.

_Parents and Friends Association, President_

**Student Leadership**

At the start of the year the four captains and the Principal went to the launch of Project Compassion in Campbelltown, Sydney. There we attended a Mass and received a small Project Compassion box and candle. Towards the end of the year we went to Narellan Vale to represent the school for the launch of Catholic Mission Month. Bishop Peter Ingham was leading the Mass and it was about the children in Jamaica who just want to be alive when they grow up. There we received a candle and a framed certificate.

We were responsible for leading prayer and assemblies, monitoring class points that culminated in the weekly presentation of Class of the Week.

Our vice-captain, left at the end of Term Three. We were sad to see her leave, but it was an opportunity for a new friend to step into leadership.

We all enjoyed the experience of being leaders and it helped us to become more confident in ourselves.

_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 150. 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**

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<thead>
<tr>
<th>2014 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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<tr>
<td>LBOTE</td>
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</tbody>
</table>

The Diocesan Primary 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 2014.

**Student Attendance**

<table>
<thead>
<tr>
<th>2014 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.6%</td>
<td>97.5%</td>
</tr>
<tr>
<td>Year 1</td>
<td>96.7%</td>
<td>96.9%</td>
</tr>
<tr>
<td>Year 2</td>
<td>94.3%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Year 3</td>
<td>95.8%</td>
<td>95.7%</td>
</tr>
<tr>
<td>Year 4</td>
<td>97.8%</td>
<td>95.4%</td>
</tr>
<tr>
<td>Year 5</td>
<td>93.4%</td>
<td>93.1%</td>
</tr>
<tr>
<td>Year 6</td>
<td>95.3%</td>
<td>91.7%</td>
</tr>
<tr>
<td>Whole school</td>
<td>95.6%</td>
<td>95.6%</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.

All rolls are marked by teachers using an electronic system (Realtime Roll). If a student is not present they are marked as absent. Any late arrivals i.e. after 9am come through the office.
and fill out a late arrival slip. This is then entered electronically. Once a month a student absence detail report is sent home to parents to sign and return to the office. All late arrival, student absence detail slips are retained by the school. Applications for exemption from attendance at school exceeding 5 days are also required in accordance with the Catholic Education Office Student attendance Guidelines and Procedures. (Nov 2012).

**Staffing Profile**

There are a total of 12 teachers and 4 support staff at St Patrick’s Catholic Primary School. This number includes 7 full-time, 5 part-time teachers.

**Teacher Standards**

Teacher qualifications fall into 1 of 2 categories for all teaching staff responsible for delivering the curriculum:

<table>
<thead>
<tr>
<th>Teacher education qualifications from a higher education institution within Australia or as recognised by AEI - NOOSR* guidelines</th>
<th>100%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A bachelor degree from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lacking formal teacher education</td>
<td>0%</td>
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*Australian Education Institution – National Office of Overseas Skills Recognition Staff

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2014 was 97.7%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2013 to 2014 was 100%.

**Professional Learning**

During 2014 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 (4 days). These days focused on:
Focus on Spelling facilitated by the Catholic Education Office (CEO); Spirituality; Spelling (session 2) and English as a Second Language (ESL); and Asthma and CPR training.

B. Other professional learning activities provided at school level including CEO run courses:
- School-wide Positive Behaviours for Learning (SPB₄L) (5 staff);
- Learning Technologies (2 staff);
- Australian Curriculum (2 staff) Network meetings;
- Formation in Faith and Religious Education (1 teacher) including Masters of Religious Education and Masters of Theology (2 teachers), Lamplighters (4 teachers), Journey (2 teachers), Shining Lights (3 teachers), Igniting the Fire (1 teacher)
- Stage 1 and Stage 2 Religious Education storytelling;
- Catholic Education Commissions of New south wales (CECNSW) Individual Planning (IP) Tool and Data Collection Day (1 teacher);
- Leading Technologies Learning Communities (ICLT) (Primary) (1 teacher);
- National Partnership’s Focus on Numeracy (4 teachers);
- Reading Recovery Support Teacher Workshop (1 teacher);
- Collaborative Classrooms and the Google Virtual Learning Environment (1 teacher);
- Implementing the Australian Curriculum (2 teachers);
- National Partnership’s Taking Off With Numeracy (8 teachers);
- SPB₄L training and planning days (4 teachers, 1 SSO);
- Learning for Leadership (2 teachers);
- Math Association of NSW Hands On Maths Course (2 teachers);
- Permaculture training and planning day (2 teachers); and
- Beginning teacher courses and planning days (1 teacher).

The average expenditure by the school on professional learning per staff member was $374.

In addition, professional learning opportunities were provided by the Catholic Education Office with an additional average expenditure per staff member of $1641.

Catholic Life & Religious Education

2014 saw the launch of St Patrick’s Vision and Mission statement to endeavour to create and sustain a ‘Quality Catholic Learning Community, Strong in Faith”. Parish Priest Fr Patrick Vaughan worked closely with the school to provide opportunities for children to attend Stage Masses once per Term. The Sacrament of Penance and Benediction were offered each Term to the primary classes. Father Patrick also visited the classes once per Term to connect with the children. This year the school and Parish tried to strengthen connections by enlivening the Youth Masses which occur each month at the Saturday Vigil Mass. The
children played an important part in these Masses in the planning as well as being involved in liturgical movement, reading, or singing in the choir. These connections with the Parish will continue to be strengthened throughout 2015.

St Patrick’s celebrated the seasons of the Church with significant feasts and events. These include Holy Week, Easter, ANZAC Day, Harmony Day, St Patrick’s Day, Grandparent’s Day, Mary Help of Christians Feast, St Mary of the Cross MacKillop Feast, Sacred Heart of Jesus Feast, Marian Feasts, Mission week, project Compassion, Remembrance Day, Advent. All members of the community were invited to all these liturgical feasts and the students played an important role in the liturgies.

Prayer life at St Patrick’s was invigorated in 2014 with the student leaders leading grace after meals each day followed by a prayer linked to the liturgical year or a special intention for students involved in Sacramental preparation. Staff prayer was also been uplifted with a roster put in place for the staff meeting prayer and each staff member taking responsibility for the prayer and reflection time before the staff meeting. Prayer during Advent and Lent was more frequent and targeted toward these seasons.

The Year 6 students attended Mass with the Bishop at Fairy Meadow this year. Year 6 Student Representative Council (SRC) represented our school at the Centenary Celebration at Mary Mackillop Chapel in North Sydney. The Mini Vinnies team, which consists of 16 students from Years 4-6, visited the local Hope Centre and donated funds to the local homeless. They also purchased goods from the Hope Centre to donate to the Vinnies Van. The Mini Vinnies team also made products to sell during Mission Week and held a Onesie/PJ disco and raised $900 to donate to the Jamaican appeal. The Vinnies Van visited the school to raise awareness of the needs of people less fortunate in the local community. The school community donated 3 boxes of Christmas items to St Vincent De Paul for the Christmas Hamper appeal.

St Patrick’s supported the following: Franciscan Sisters of the Sacred Heart of Jesus missions $280, Caritas $1080, Catholic Missions $900, and The Food Barn $70.

The school supported the Parish based Sacramental program. Children from St Patrick’s joined with other Catholic children from the Parish in 4 four workshops, weekend Masses, children’s liturgies and a retreat afternoon to prepare for the Sacraments. Year 3 students received the Sacraments of Penance and Holy Communion. Year 6 students received the Sacrament of Confirmation.

**Religious Literacy Assessment**

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2014. The school cohort in 2014 consisted of 19 Year 4, with 13 students who sat the Religious Literacy Assessment Workbook (Part A) on 25 August 2014 and 17 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. 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:

- identify key symbols, signs and rituals of the Catholic Tradition;
- recall key events in the Scriptures that tell of Mary's openness to God;
- demonstrate an understanding of the Commandments and relate to own life;
- describe the presence of God in creation; and
- identify how groups can act in service to others like Jesus did.

The students’ responses showed a need for them to develop their capacity to work with and apply the religious tradition especially in their ability to:

- identify Jesus' example of service to others;
- demonstrate a knowledge of the Bible; and
- identify the concept of Trinity.

For Part A, 7.70% of students were placed in the developing level, 92.30% in the achieving level and 0% were in the extending level.

For Part B, 0% of students were placed in the developing level, 76.5% in the achieving level and 23.5% were in the extending level.

Combining Parts A and B, 17.30% of students were placed in the developing level, 65.10% in the achieving level and 17.60% were in the extending level for Religious Literacy.

**School Review and Improvement**

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

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

The following areas had 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
  Goal: Several staff were involved in Religious programs facilitated by the Catholic Education Office. These staff members are now providing opportunities for all staff meditation, prayer and reflection.

- **Key Area 2: Students and their Learning**
  
  2.5 Pastoral Care
  Goal: The St Patrick's school community has been informed of the Behavioural Support and Management Policy so that expectations are known and understood.

- **Key Area 3: Pedagogy**
  
  3.2 Provision for the Diverse Needs of Learners
  Goal: Differentiated learning opportunities in Mathematics were provided from Kinder to Year 6.

  3.4 Planning, Programming and Evaluation
  Goal: All teachers have developed Units of Work in compliance with the new Australian Curriculum.

- **Key Area 4: Human Resources Leadership and Management**
  
  4.5 Overall compliance with legislation and other requirements
  Goal: During Professional Dialogue and Communication Meetings teachers share knowledge gained at Staff Development Courses they attended.

- **Key Area 5: Resources, Finance and Facilities**
  
  5.1 ICT Resources
  Goal: Developed a plan based on the needs of the school in the area of ICLT

  5.3 Environmental Stewardship
  Goal: St Patrick’s has now a functional Permaculture Garden, which has engaged the school community in order that we become more knowledgeable about Environmental Stewardship.
School Review and Improvement components to be reviewed and rated in 2015:

The Living Classroom will provide many opportunities for the integration of many Key Learning Areas including Religious Education. Implementation of the Australian curriculum in English, Mathematics and Science and increased professional learning for teachers and students in ICLT will continue to be a priority for both students and staff.

- **Key Area 1: Catholic Life and Religious Education**
  
  1.2 Religious Education

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

- **Key Area 4: Human Resources Leadership and Management**
  
  4.1 Recruitment, selection and retention of staff

- **Key Area 5: Resources, finance and Facilities**
  
  5.1 ICT Resources
  5.4 Financial management

- **Key Area 7: Strategic Leadership and Management**
  
  7.2 Innovation, development and change
Financial Summary

As part of the Live Life Well @ School grant of $2000 from the NSW Department of Education and Training the school was able to purchase and install a new stove for the canteen and allowed for further Professional Development for staff.

The Parents and Friends (P&F) donated $6000 that went towards the purchase of iPads This now means that there is now 1 iPad between 3 students throughout the school.

The volunteer Wednesday canteen, which began operating in the second half of the 2013, has now raised $4377. This money will be set aside for the purchase of further IT equipment. During the year educational apps covers, chargers and screens were purchased for the new iPads.

$10,081 was spent on maintenance; pest control, plumbing, locks, windows, lawn maintenance and repairs to school property.

The following graphs reflect the aggregated income and expenditure for St Patrick’s Catholic Primary School, Port Kembla for the year ended 31 December 2014. This data is taken from the 2014 financial return to the Australian Government, Department of Education, Employment and Workplace Relations.
Student Welfare

School-wide Positive Behaviours for Learning (SPBL) 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.

Staff completed the transition of SPBL from the playground into the classroom. The Behavioural Support and Management Policy was launched to coincide with this. The School’s Anti Bullying Policy is being refined to be complementary of the Diocesan Guidelines and will be launched next year. In addition the School launched its new Vision and Mission during Catholic Schools Week.

St Patrick’s has been fortunate again to have the services of a CatholicCare Counsellor three days per month to provide assistance on an individual, small group and whole class basis. The Counsellor also facilitated the Mindfulness Program for Stage 3 students.

A Pastoral Care Support Worker was retained for 2014 to actively engaged in Sacramental programs, social justice groups, structured play interventions, social skills programs, in-class support, prayer groups and the Seasons for Growth grief and loss program.

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** is 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 2014.

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. Patricks 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. 2014 saw the continuation of school, system and nationally based initiatives designed to promote and enhance both teacher quality and student learning.
**Curriculum and Pedagogy**

*Syllabus implementation*
All Learning and Teaching Programs implemented at St. Patrick’s in 2014 fulfilled Federal Government, BOSTES and Diocese of Wollongong requirements. As such teaching and learning was offered in 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, students were required to study Religious Education as a seventh Key Learning Area based on the Diocesan Religious Education Curriculum. The new Australian Curriculum was used for the planning teaching and assessing of English and Mathematics.

*Assessment and reporting*
In 2014, in accord with Diocesan requirements a new reporting system was introduced. The new reports, completed online, differed from previous reports by naming learning gains in Religious Education, English and Mathematics. Additionally the reports named future learning directions for the students in English and Mathematics. These reports were issued in Terms 2 and 4.

**ICLT**
The school is committed to utilising Information, Communications and Learning Technologies (ICLT) such as SMART boards, Smart TVs, iPads, Apple laptops and desktops. Educational apps were purchased used throughout the school. The introduction of saving work to Google Drive was encouraged for both students and staff.

Using contributions from the P&F, the school will purchase an additional 8 iPads for use in the classrooms increasing the number to 41. This allows students greater access.

**Integration**
Curriculum integration occurred across the school. Nominated aspects of Key Learning Areas (KLAs) were integrated to make learning purposeful and contextualised for students. The Living Classroom will further allow integration to happen in 2015.

**Cross Curriculum**
The Permaculture Garden, our Living Classroom, was constructed this year. Year 4 became the Garden Ambassadors. They spent a day each fortnight with the gardener learning about ‘no-dig’ gardens and their maintenance. The garden trees and shrubs represent many nations around the globe. Produce from the garden was used in our school canteen. An outdoor kitchen is planned for construction early in 2015 readiness for the grand opening in March.

An educational program was designed in Term 4 so the all classes can use the garden as an adjunct to the school curriculum.
**Meeting the needs of all students**

**Diversifying learning**

In 2014 St Patrick’s Parish school continued to show evidence of diversification of learning in their teaching programs through the planning and development of individual plans that target areas of either support or challenge in the Key Learning Areas of English and Mathematics. Evidence of daily differentiation was seen in guided grouping in the English and Mathematics teaching blocks. All classroom teachers completed professional development in Mathematics to ensure their Mathematics block followed the same pattern of Number Sense, New Learning, Consolidation, Reflection and Guided Groups.

This pedagogy allowed for small group differentiated tasks to occur and Individual Plans to be implemented. School Support Officers, the Literacy Support Teacher and a Teacher Educator also supported the students at risk of underachieving or requiring challenge through withdrawal or small-guided groups. The School Review Committee continued to monitor and track the progress of students at risk academically, socially or behaviourally through meeting twice per term. Teachers updated their student’s progress each Term and new goals were set as applicable. In 2014, 6 students were referred to the Review Committee for monitoring.

**Gifted Education**

This year at St Patrick’s we have continued to develop our practices in the area of Gifted Education. All of Year 2 were screened using the Acer General Ability Test in Term 4. From this test, two students sat the Slosson Intelligence Test. In 2014 across the school two students were identified as being within the Superior and very Superior bands. All students in these bands each have an individual plan targeting their strength area. There are six students in these bands across the grades. In 2014, students from Years 3-6 engaged in the SPLICED program offered for enrichment by the CEO. There were nine students in Stage 2 and six in Stage 3. One of the students in Stage 2 was recognised for his engagement and the quality of his work when he won the Spectacular Splicer Award in Semester 1. This program allows for self-directed learning and an opportunity to engage deeply in a range of activities that are challenging across the curriculum.

**Special Education needs**

In 2014, there were 8 students with a disability who received funding from the Catholic Education Office (CEO). Two of these students also received supplementary funding due to the complex nature of their disability. All students with a disability had two transition meetings in 2014, which involved their parents, teachers and where possible any support staff to collaboratively plan and develop an Individual Plan (IP) with learning and support goals. From these IPs an activity plan was developed which provided details in a practical sense of how the learning goals would be achieved. These plans were evaluated and updated each Term. Student Support Officers provided the support as well as the classroom teacher for the students with a disability. In 2014 we have continued to develop our practices in collecting whole school data for the Catholic Education Commission (CEC) under
the Disability Discrimination Act (DDA) and as a result individual plans have been written for students with a medical condition such as asthma, anaphylaxis, physical disability and students underachieving with 10 weeks worth a data to show adjustments for these students.

All teachers and support staff have completed the Disability Discrimination Act (DDA) modules this year and have received training in how to use the new Catholic Education Commission (CEC) IP tool. Teachers will continue to be supported in entering and updating data for these students each year by way of allowing scheduled staff meeting times during Term 1 and 2 to enter and update data.

Expanding Learning Opportunities

Competitions
Throughout the year, in addition to the University of NSW International Competitions and Assessments for Schools (ICAS) of which students from Year 2 to Year 6 were involved, Stage 3 students participated in the Diocesan Public Speaking Competition held in Term 4 and the Diocesan Christmas Art Competition held in Term 3. Our Year 6 representative progressed through to the Diocesan final of the Public Speaking Competition and finished in second place overall.

Three students from both Year 5 and Year 6 were chosen from Stage 3 to have their Christmas Artwork displayed in the Wollongong City Gallery over the Term 3 school holidays as part of the Diocesan Christmas Art Competition.

The Director of Schools invited submissions of artworks from Schools to be displayed in the Directors Art Gallery at the Catholic Education Office. Four students from St Patrick’s were fortunate to have their artworks chosen for this event. They were treated to morning tea with the Director of Schools and presented with a certificate and gift to acknowledge their achievement.

Sport
St Patrick’s has a specialist teacher who visited the school on Fridays to take each class in turn for Physical Education. The class teachers also facilitated sport weekly. The school offered swimming, cross-country and athletics carnivals annually. The School Swimming Carnival is preceded by a three-week swimming program for beginners through to squad training and is run by the Wollongong University Aquatic Centre staff. Following the school carnivals the school takes a squad of students to compete in the South Coast Swimming and Athletics Carnivals and the Diocesan Cross Country Carnival. In 2014 St Patrick’s students competed in the AFL, Basketball, Netball and Soccer Gala Days. The senior boys AFL team progressed through to the Regional Finals.

One Year 6 boy was awarded a Diocesan Medal at the Diocesan Sports Awards acknowledging his representation in 3 Diocesan sports Teams.
**Wollongong University Joint Projects**

Year 6 students participated in the Kids In2Uni project. Kids In2Uni aims to create a positive connection between the school students, their parents and teachers, and the University. It involves the delivery of a unit of work linked with curriculum outcomes, a visit to the students by In2Uni mentors and an on campus visit for staff students and parents. Visits from a number of Japanese University students shared their culture through stories, craft and language during Term 2.

University of Wollongong Faculty of Education first year students who had created their own texts come out to the school to read their texts with all of Kindergarten, Year 1 and Year 2.

**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) 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 2014 the Year 3 cohort was above the State Average in Reading, Writing and Numeracy. They were equal to or above the National Average in Reading and Grammar and Punctuation in Bands 3, 4, 5 and 6 and in Bands 5 and 6 in Writing. They were above the National Average in Bands 3 and 4 for Numeracy and Spelling.

The Year 5 cohort was above the State Average in Reading, Spelling and Grammar and Punctuation. They were above the National Average in Bands 5 and 6 for Reading, Writing, Spelling, Grammar and Punctuation 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.**
### NAPLAN 2014: % in Bands

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<tr>
<th></th>
<th>YEAR 3</th>
<th></th>
<th>YEAR 5</th>
<th></th>
<th>YEAR 5</th>
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<th>YEAR 5</th>
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<tbody>
<tr>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
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<tr>
<td>Reading</td>
<td>School 8% 46% 46%</td>
<td>18% 45% 36%</td>
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<td></td>
<td>National 15% 39% 46%</td>
<td>15% 39% 46%</td>
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<td>Writing</td>
<td>School 4% 29% 67%</td>
<td>18% 64% 18%</td>
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<td>13% 48% 39%</td>
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</tr>
<tr>
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<td>9% 55% 36%</td>
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<tr>
<td></td>
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<td>Grammar &amp;</td>
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<tr>
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<td>20% 54% 26%</td>
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</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.

### NAPLAN 2014: % AT or ABOVE NMS

<table>
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<th></th>
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<td>93%</td>
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<td></td>
<td>School 100%</td>
<td>100%</td>
<td>National 94%</td>
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<tr>
<td>Writing</td>
<td>School 100%</td>
<td>100%</td>
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<td>93%</td>
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<tr>
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<td>National 95%</td>
<td>93%</td>
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</table>
Parent, Student and Staff Satisfaction

In 2014, all parents and staff were given the opportunity to participate in the satisfaction survey, as well as Stage 2 and Stage 3 students. The information from all respondents was again overwhelmingly positive in all surveyed areas. A total of 39 responses were received from parents, 73 from students and 14 from staff.

Parents

Nearly half of our parents replied and either agreed strongly or agreed that the school helped the students develop a knowledge and understanding about the Catholic faith. They also believed that opportunities were provided for parents to be involved. They confirmed that the school provided a safe and supportive environment and that the teachers were genuinely interested in the welfare of each child.

A small group of parents indicated that they would like more information about their child’s progress. A small group also believed that the school should offer a range of co-curricular activities.

Staff

An analysis of the responses indicated that staff members were most positive in all the areas covered by the survey. In addition, the respondents commented favourably on the safe and supportive environment where the welfare of each child is a priority. Staff also believed that the school helped students develop a knowledge and understanding about Catholic tradition.

Students

Student surveys were returned from Years 3-6 and again the overwhelming majority of responses were in the Strongly Agree and Agree categories. These responses indicated that students feel they understand their rights and responsibilities, recognised that teachers encourage them to learn to the best of their ability and help them understand their Catholic faith more fully. Students see staff as being approachable, feel safe at school and believe there are sporting and other activities readily available to them. Only four students did not believe that there were sporting and other activities readily available to them.