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 CEDoW. This Report has been approved by CEDoW to ensure compliance with all the 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 2016.

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: Father George Condookala.

Principal: Anne Duggan
Date: 2 November 2015
Vision Statement

Quality Catholic Learning Community, Strong in Faith

Message from Key School Bodies

Principal’s Message

At St Patrick's Catholic Primary School Port Kembla every child is valued, supported and given the opportunity to be successful. 2015 was another successful year with exceptional results across the curriculum and school in general. These results are a testament to the dedication and commitment of staff. Teachers continued to provide their students with the knowledge and skills to become successful, confident learners and compassionate, thoughtful students.

The school 2015 results in Literacy and Numeracy were very strong, indicating improvements in students’ learning outcomes. Many children across the school attained good results in the UNSW ICAS tests with a number of students achieving a distinction, credit or merit award. The children were provided with opportunities to be exposed to extra-curricular areas including drama, music, Japanese culture, public speaking and art competitions. One Year 5 student was selected to attend the Diocesan Public Speaking final. Another student was selected from 29 Diocesan Schools to have Christmas Art displayed in the Crypt of St Mary’s Cathedral in Sydney. The School had many achievements in various sporting events such as swimming, cross-country, athletics, cricket, soccer and AFL.

The schools’ Living Classroom which has been established over the last 2 years provides the opportunity for students and teachers to be involved in the garden for learning both academically and spiritually. Continued technological support this year for both students and teachers has enhanced learning and enabled students to these programs enabling students to become confident users of a range of technologies. I would like to thank the staff, students and parent body in making 2015 another successful year.

Parent Involvement

2015 began with a brand new P and F Committee. The P&F have provided many opportunities for the school to be involved with Parish and community including:

- Mother’s Day Breakfast and Stall
- Father’s Day Breakfast and Stall
- Sale of Entertainment Books
- Walkathon
- Volunteer Canteen Wednesdays
- School Banking
- Easter Guessing Competitions
- Harmony Day
- Bunnings Sausage Sizzle
- Bunnings Cake Stall
- Pie Drive
- Trivia Night
- Assistance to school representatives who achieve Diocesan level in Sport
• Carols on the Green

Money raised has gone towards purchasing iPads and apps for the school. The committee has also been able to assist the school in sustaining the Living Classroom by purchasing produce. The committee is so proud of what it has achieved this year for St Patrick’s Port Kembla.

Student Leadership

Year 6 was a very exciting year. It was very busy and went really fast. At the start of the year we went to Mass at St Paul’s in Albion Park to launch Project Compassion. We went to a Year 6 Mass also in Albion Park followed by a recess with lots of other schools. We have had lots of funny memories, like some of our classmate’s hilarious stories. Throughout Year 6 we have had several movie nights and they have been really fun. As Captains we had the responsibility to host school and class assemblies. In Year 5 we went to camp which was a great experience and lots of fun. We did new and challenging activities. There were some challenging times in Year 6 and we definitely learnt a lot. From Kinder to Year 6 we have had great teachers and we would like to thank you for that but we would especially like to thank our Year 6 teachers for teaching us in our last year. We have had a great year and best wishes to everyone in high school.

School Leaders

School Profile

School Context

St Patrick’s 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 157 students.

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 157 with the school. These students come from 106 families residing in sixteen feeder suburbs from Corrimal in the north to Lake Heights 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 as at August 2015 Census**

<table>
<thead>
<tr>
<th>2015 enrolments</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>71</td>
</tr>
<tr>
<td>Girls</td>
<td>86</td>
</tr>
<tr>
<td>Total</td>
<td>157</td>
</tr>
<tr>
<td>Indigenous</td>
<td>2</td>
</tr>
<tr>
<td>LBOTE</td>
<td>78</td>
</tr>
</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](http://www.sppkdow.catholic.edu.au) and the CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to this Policy in 2015.

**Student Attendance**

<table>
<thead>
<tr>
<th>2015 Attendance</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>94.6%</td>
<td>94.8%</td>
</tr>
<tr>
<td>Year 1</td>
<td>90.8%</td>
<td>93.8%</td>
</tr>
<tr>
<td>Year 2</td>
<td>93.8%</td>
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</tr>
<tr>
<td>Year 3</td>
<td>91.6%</td>
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</tr>
<tr>
<td>Year 4</td>
<td>92.0%</td>
<td>95.0%</td>
</tr>
<tr>
<td>Year 5</td>
<td>96.6%</td>
<td>93.3%</td>
</tr>
<tr>
<td>Year 6</td>
<td>92.6%</td>
<td>94.7%</td>
</tr>
<tr>
<td>Whole school</td>
<td>93.1%</td>
<td>94.1%</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.

Non attendance is managed by the Principal being aware of who is not present at the school on a daily basis. Letters are sent to parents on a monthly basis that state dates which are listed as unexplained. The parents giving a reason for non-attendance at school then sign this letter. Attendance data is collected and stored electronically on Sentral. Intervention strategies for non-attendance are managed between the teacher and Principal. The teacher will inform the Principal if a particular child is absent for a period of more than two days and then contact the family by phone.
All absences and late arrivals are entered on a daily basis. Rolls are marked no later than 9.30 am each morning.

**Staffing Profile**

There are a total of 12 teachers and 5 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>
</tr>
</tbody>
</table>

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

**Teacher Attendance and Retention**

The average daily teacher attendance rate for 2015 was 96.6%. This does not include planned leave such as Maternity or Long Service Leave. The teacher retention rate from 2014 to 2015 was 99%.

**Professional Learning**

During 2015 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 involving 16 staff. These days focused on:
   - Key CEO and School Policies and Procedures;
   - Staff Spirituality: Community
   - History and Geography
   - Student Support – data gathering, classroom management, classroom environment
   - Cardiopulmonary Resuscitation (CPR) and Anaphylaxis

B. Other professional learning activities provided at school level including CEO run courses:
   - SPB4L Phase 5 Yellow Zone training (4 staff);
   - SPB4L Team Training: Classroom Systems (5 staff);
   - Active Supervision: Playground (9 staff);
   - National Consistent Collection of Data Tool (9 staff);
   - Religious Literacy Diocesan Marking Day (1 staff);
   - Disability Standards for Education (16 staff);
   - Sacred Art, Illustration and Storytelling appreciation and reflection (2 staff);
   - Principal, Assistant Principal, Religious Education Coordinator, Middle Leader and Senior School Support Officer Retreats and Network Days (7 staff);
• Growth Coaching accreditation – Phase 3 (1 staff);
• Primary Libraries Network Meeting (1 staff);
• Leading Libraries Primary Day (1 staff);
• Setting Up and Implementing a Managing Student Pastoral and Educational Concerns (MSPEC) Team (4 staff);
• The Successful 1:1 Primary iPad Classroom (2 staff);
• Innovative Classroom (1 staff)
• Leading Numeracy Intervention (1 staff); • Leading Literacy Intervention (1 staff);
• Sentral Software Training Pilot Program (3 staff);
• Data in Numeracy (2 staff);
• Literacy Data and the Continuum (11 staff);
• Professional Learning Communities (11 staff);
• School Review and Improvement Final Ratings (11 staff);
• Becoming an eSmart school (1 staff)
• Introduction to the History/Geography Curriculum (2 staff)
• DLTF and AITSL Standards (9 staff)
• Writing (4 staff)
• Quality Numeracy Block (11 staff);
• Reporting using Sentral software (11 staff);
• Numeracy Data and the Continuum (10 staff);
• Leading Primary Curriculum Implementation: Mathematics (1 staff);
• Leading Primary Curriculum Implementation: English (1 staff);
• Australian Curriculum Primary Science Leaders (1 staff);
• Understanding of Work Health and Safety Consultation & Risk Managements (1 staff)
• Path to Life (8 staff)

The average expenditure by the school on professional learning per staff member was $408.

In addition, professional learning opportunities were provided by CEDoW with an additional average expenditure per staff member of $1 879.

Catholic Life & Religious Education

This year at St Patrick’s the school has endeavoured to create and sustain a ‘Quality Catholic Learning Community, Strong in Faith”. St Patrick’s Parish Priest works closely with the school to provide opportunities for children to attend stage Masses once per Term. The Sacrament of Penance and Benediction are offered each term to the primary classes. Father also visits the classes once per term to connect with the children. This year the school and Parish have tried to strengthen connections by enlivening the Youth Masses which occur each month at the Saturday Vigil Mass. The children have played an important part in these Masses in the planning of these Masses and in the Masses themselves by being involved in liturgical movement, reading, or singing in the choir. These connections with the Parish will continue to be strengthened throughout 2016.

St Patrick’s celebrates 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 and Advent. All members of the community are invited to all these liturgical celebrations and the students play an important role in the liturgies.
Prayer life at St Patrick’s has been invigorated this year 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 has 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 is more frequent and targeted toward these seasons. This year the Lamplighter’s Team have regularly led prayer opportunities and have exposed the staff to new prayer experiences such as meditation, Lexio Divina and Visio Divina.

The Year 6 students attended Mass with the Bishop at Albion Park this year. The Stage 3 students also entered the Christmas Art Competition and one student was a finalist in the competition. The Mini Vinnies Team, which consists of 19 students from Years 4-5, visited the local Hope Centre and donated groceries purchased from the Food Barn to the Vinnies Van, they also engaged in volunteer food sorting at the Food Barn. The Mini Vinnies Team also made products to sell during Mission Week and held a Crazy Sock Day to donate to the Catholic Mission Madagascar 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. The Mini Vinnies Team also engaged in community volunteer work with St Vincent de Paul sorting food for Christmas Hampers.

Students in Stages 2 and 3 have benefited from using the Understanding Faith resource to enhance the RE curriculum this year and look forward to having access to this resource next year. Students in Stage 1 and Early Stage 1 have also benefitted from using the Christ Our Light resource in addition to Storytelling materials in the RE lessons this year.

St Patrick’s school community made the following donations: the Franciscan Sisters of the Sacred Heart of Jesus missions $100, Caritas $700, Catholic Missions $447 and The Food Barn $100.

**Religious Literacy Assessment**

The Religious Literacy Assessment framework of *Knowing, Working with, Applying and Valuing the Tradition* informs and shapes assessment in RE across K-6 with a focussed system collection of data in Year 4.

The Religious Literacy Assessment Program for Year 4 students was successfully completed within schools across the diocese in 2015. The school cohort in 2015 consisted of 23 Year 4 students who sat the Religious Literacy Assessment Workbook (Part A) on 24 August 2015 and 24 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 in Part A showed a high level of performance in their knowledge of the religious tradition. This high level of performance was particularly noticeable in their:

- Knowledge of the key signs and symbols of the Catholic tradition; and
- Knowledge of ways they could continue Jesus’ ministry.

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:

- Demonstrate a basic understanding of the Sacrament of Penance
Students in Part B displayed improvements in their ability to work with and apply their religious knowledge.

For Part A, 8.7% of students were placed in the developing level, 69.60% in the achieving level and 21.70% were in the extending level.

For Part B, 0.00% of students were placed in the developing level, 91.70% in the achieving level and 8.3% were in the extending level.

Combining Part A and B, 4.30% of students were placed in the developing level, 87% in the achieving level and 8.70% 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 2015:**

The following areas had been selected for focus 2015 to ensure an ongoing emphasis on quality student learning and effective teaching.

- **Key Area 1: Catholic Life and Religious Education**
  1.2 Religious Education
  Goal: Embed the Living Classroom into the RE Creation program or other appropriate RE unit as well as participate in staff spirituality development. Develop Rich Assessment Tasks in this unit and use learning to review all RE Units.

- **Key Area 1: Catholic Life and Religious Education**
  2.1 Educational potential
  Goal: To provide personalised learning and teaching so that all students will realise their educational potential

  2.3 Reporting Student Achievement
  Goal: To engage students and parents more actively in the assessment and reporting process so that both students and parents will be better informed of achievement and future directions for learning.

- **Key Area 3: Pedagogy**
  3.2: Provision for the diverse needs of learners
  Goal: To provide differentiated learning experiences in the area of Mathematics
• **Key Area 4: Human Resources, Leadership and Management**
  4.1 Recruitment, selection and retention of staff

  Goal: That there is a clear and strategic commitment to promoting a school culture that enhances the morale and well-being of staff.

• **Key Area 5: Resources, Finance and Facilities**
  5.1 ICT Resources

  Goal: Develop a plan based on the needs of the school
  Provide professional development for the school community

  5.3 Environmental Stewardship

  Goal: To engage the school and the wider community in the Permaculture Garden so that the community is more knowledgeable about Environmental Stewardship

• **Key Area 7: Strategic Leadership and Management**
  7.2 Innovation, development and change

  Goal: To use reflective practice and professional dialogue to develop a more effective Learning Community.

**School Review and Improvement components to be reviewed and rated in 2016:**

The Living Classroom will provide many opportunities for the integration of many KLAs including Religious Education Mission. Special focus will be in the area of Maths (problem solving and financial literacy), Science and History. Increased professional learning for teachers and students in ICLT and Mathematics will continue to be a priority for both students and staff.

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

• **Key Area 2: Students and their Learning**
  2.4 Integration of Information and Communication Technology (ICT)

• **Key Area 3 Pedagogy**
  3.3: Teaching Practices
  3.7: Professional Learning

• **Key Area 5: Resources, Finance and Facilities**
  5.2: Use of Resources and Space
  5.3: Environmental Stewardship

**Financial Summary**

St Patrick’s was successful in receiving $2,500 from the Sporting Schools Program Delivery Grant from the Federal Government, Australian Sports Commission. The school was able to spend the funds on costs related to the delivery of the schools’ swimming program. This included supervision, coach
delivery, transport, equipment, venue hire, teacher program administration and professional development. The P&F donated $6 000 that went towards the purchase of iPads and supporting the Living Classroom by purchasing plants and other necessary products to sustain the garden. There are now 28 new iPads an essential component for 1:1 implementation in the Year 5 class (2016). The volunteer Wednesday Canteen continues to operate successfully raising $5 000. This money was set aside for the purchase of further IT equipment during the year such as educational apps, covers, chargers and screens for the new iPads. Ten thousand dollars 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 2015. This data is taken from the 2015 financial return to the Australian Government, Department of Education and Training.

![Income Graph](image1)

- Fees and Other Private income: 61%
- State Government Funds: 21%
- Commonwealth Recurrent Grants: 11%
- Government Capital Grants: 7%
- Other Capital Income: 0%

![Expenditure Graph](image2)

- Salaries, Allowances and Related Costs: 77%
- Non Salary Expenses: 22%
- Capital Expenditure: 1%

**Student Welfare**

School-wide Positive Learning Behaviours for Learning (SPB4L) continues to be an integral part of the school culture. The 3 school rules: Be Respectful, Be Responsible and Be Safe are well known and understood by staff, students and parents alike. The SPB4L Team meets three times per Term with the SPB4L Diocesan coach. One of the functions of these team meetings is to determine, in response to data, the weekly SPB4L focuses to ensure the profile of SPB4L is high. This year saw the conclusion of the SPB4L 5 year training period. The SPB4L Team presented features of the journey at the Team Training day in October. These included the creation passive and active play spaces, explicit teaching of lesson plans, the SPB4L Expos, whole staff support for SPB4L, the effective functioning of the SPB4L Team, the new Behaviour Management and Support Policy and the link between the SPB4L team and the newly created Managing Student Pastoral and Educational Concerns (MSPEC) Team.

St Patrick’s has been fortunate again this year to have the services of a CatholicCare School Counsellor three days per month. She provides assistance on an individual, small group and whole class basis. In addition she facilitated the Year 6 Transition to High School Inter school gathering held in November.
A Pastoral Care support worker has again been a member of staff two days per week. She was 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 CEDoW website: [www.dow.catholic.edu.au](http://www.dow.catholic.edu.au). No changes were made to these Diocesan documents in 2015.

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 has continued to demonstrate a commitment to the delivery of a diverse and contemporary curriculum that caters for the needs of students across all Key Learning Areas (KLAs). In 2015 there was a continuation of school, system and nationally based initiatives designed to promote and enhance teacher quality and student learning.

#### Curriculum and Pedagogy

All learning and teaching programs implemented at St. Patrick’s fulfil Federal Government, Board of Studies Teaching and Educational Standards (BOSTES) and Diocese of Wollongong requirements. As such teaching and learning is offered in Six KLAs: 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 study the Diocesan Religious Education Curriculum.

#### Assessment and Reporting

Diocesan Education Officers visited the school during Term 3 to provide professional learning for the teaching staff in designing rich assessment tasks in Religious Education. This involved reviewing existing assessment tasks in light of the coding scale from the Diocesan Learning and Teaching Framework (DLTF) in the first instance followed by a reworking of the assessment task to make it more purposeful before it was used. Student learning has begun being tracked using the learning continua for English and Mathematics. This information is archived digitally on the Diocesan Sentral database. The teaching staff have begun negotiating learning goals with the students each Term. In consultation with parents, goals and strategies to achieve these goals are written, monitored and regularly evaluated.

#### Technology Supporting Learning

The school has bolstered its laptop numbers by an additional twenty units this year. Half of these were purchased by the school with the other half by the P&F. A CEDoW Education Officer visited the school each term to provide professional learning in the use of iPads for enhancing learning for teachers and subsequently visited classrooms to apply this learning with the students. Professional dialogue meetings were regularly focused on the use of Technology as a tool to enhance Learning.
Cross Curriculum
As part of the School Review and Improvement (SRI) process throughout the year the staff unpacked the Diocesan Guidelines for Quality English and Mathematics Practice and reviewed the St Patrick’s Literacy and Numeracy Agreed Practice Statements to ensure they were complementary of Diocesan Guidelines. The staff participated in Professional Learning in the Diocesan Learning and Teaching Framework (DLTF). An education Expo was held in Term 2. This was an evening meeting facilitated by staff in the English and Mathematics KLAs. Parents were invited to attend workshops with staff exploring aspects of the teaching and learning if English and Maths across all Grades

Meeting the needs of all students
In 2015 St Patrick’s has developed a Managing Student Pastoral and Educational Concerns MSPEC Team, which comprises of 4 staff members including the Principal. The aim of the team is to support teachers who have students needing Tier 2 intervention or support in the literacy, numeracy, social, emotional or behavioural domains. The team meet 3 times per term to monitor the progress of students and review current teacher employed strategies and set new goals if required. Currently there are 3 students requiring tier 3 support, 22 students requiring tier 2 support and 14 students who attend counselling. All students requiring tier 2 and tier 3 support have had a Personalised Plan written.

St Patrick’s continued to develop its practices in the area of gifted education this year offering the Stretching Potential through Learning in Interactive and Challenging Environments in the Diocese of Wollongong (SPLICED) program to 3 Stage 3 students. At school 1 staff member coordinated the SPLICED program using two units from previous years. These units were offered to 10 Stage 2 students, 1 Stage 1 student and 8 Stage 3 students. In 2015, the Year 2 students were screened in Term 4 using the ACER General Ability test. From 27 students who were screened 3 students achieved results in the top three stanines and so will be assessed using the individual Slosson Cognitive Ability test. One student was teacher nominated in Term 1 to be tested using the Slosson Cognitive Ability test, this student was offered the SPLICED program for further enrichment and attended reciprocal teaching sessions in the Year 3 classroom.

Students at St Patrick’s have had opportunities to enter public speaking, university competitions, writing competitions and the Religious Art Competitions in 2015. One Stage 3 student was a finalist in the Christmas Art competition and another Stage 3 students came third in the Public Speaking competition.

In 2015 St Patrick’s had 6 students on the Student with Disability (SWD) list. All students have had 2 transition meetings involving teachers, students and parents and activity plans have been devised with targeted goals for learning. The Special Education Coordinator ensures the School Support Officers (SSO) have the resources they need to support these students in their funded time.

Expanding Learning Opportunities
The University of NSW International Competitions and Assessments for Schools (ICAS) test in Science, Writing, Spelling, English and Mathematics was offered. Stage 3 students participated in the Diocesan Christmas Art Competition held in Term 3. Three students from Year 5 and year 6 were chosen to have their Christmas Artwork displayed in the Wollongong City Art Gallery as part of this Competition. Stage 3 students participated in the Diocesan Public Speaking Competition held in Term 4. The schools’ Year 5 representative progressed through to the Diocesan Final of the Public Speaking Competition finishing in third place overall. Japanese students attending the University of Wollongong visited the school, sharing their culture and language.
**Sport**

A specialist Physical Education (PE) teacher visits the school every Friday and class teachers facilitate sport lessons weekly. The school offers swimming, cross-country and athletics carnivals annually. The school swimming carnival is preceded by a 3 week swimming program for beginners through to squad training run by the Wollongong University Aquatic Centre Staff. Following school carnivals, a squad of students are chosen to represent the school at the South Coast Swimming and Athletics Carnivals and the Diocesan Cross Country Carnival. This year the school also participated in AFL, Basketball, Soccer, Netball and Cricket Gala Days. The senior boys AFL Team progressed through to the Regional Finals.

**Incursions**

In Term 3 this year the School was visited by the NED show. NED stands for Never Give Up, Encourage Others and Do Your Best. It is a positive behaviour program teaching a proactive approach to help students understand that their actions have a profound effect on others. We were also visited by the Start Smart Program. This is a financial literacy initiative of the Commonwealth Bank designed to improve students’ money management skills for students from Years 1-6.

**In2Uni**

Year 6 students participated in the in2Uni initiative. This is an engagement in higher education opportunity for senior students designed to create a positive connection between students, parents, teachers and the University. It involves the delivery of a unit of work linked to curriculum outcomes, a visit to the school by university mentors and an on campus visit for staff, parents and 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 2015 the Year 3 cohort was above the State and National Average in Reading, Writing, Spelling and Grammar and Punctuation. Year 3 were above the State average in Number and Patterns and Algebra.

In 2015 the Year 5 cohort was above the State and National average in every aspect of the NAPLAN tests. Most noticeably in the Writing, Spelling, Grammar and Punctuation and Numeracy.

There is an upward trend over recent years in in Year 3 in Reading and Writing and in Year 5 in Numeracy, Grammar and Punctuation and Spelling.
# 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 2015: % in Bands</th>
<th>Years</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>YEAR 3</td>
<td></td>
<td></td>
<td>YEAR 5</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Bands 1 and 2</td>
<td>Bands 3 and 4</td>
<td>Bands 5 and 6</td>
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</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.
## NAPLAN 2015:

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<th>Year 3</th>
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### Parent, Student and Staff Satisfaction

In 2015, 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 45 responses were received from parents, 60 from students and 14 from staff.

Parents 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 number of parents indicated that they would like more information about their child’s progress, and a greater range of co-curricular activities.

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.
Student surveys were returned from Years 4-6. The overwhelming majority of responses were in the Strongly Agree/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.