About the Annual School Report

St Patrick’s Primary School is registered by the Board of Studies as a member of the Catholic system in the Dioceses of Maitland-Newcastle.

The Annual School Report provides parents and the wider community with fair, accurate and objective information about various aspects of school performance and development. The Report describes achievement of school development priorities in 2014 and gives information about 2014 priorities. This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the school website where other school publications and newsletters can be viewed or obtained from the school.

Messages from Key School Bodies

Principal

The vision of St Patrick’s Catholic Primary School is for all in the school community to be aware of and to make use of the gifts that God has given them. We strive to provide a loving, caring and supportive environment where students are encouraged to grow in faith within a Catholic community and to develop to their full potential. We promote in students a sense of integrity, a respect for truth and an open mind. We endeavour to promote among our community a strong sense of belonging in an atmosphere which recognises the important role that staff, parents and grandparents play in the education of our students. I proudly recommend our school to you as a vibrant and dynamic learning environment devoted to the children we serve.

Peter Green (Principal)

Parent Body

For the P&F at St Patrick’s, 2014 has been a successful and enjoyable year. The parents, grandparents and dedicated and caring staff have worked together to ensure that the children have had a great year at school. With too many initiatives, events and fundraising activities to list, I will mention most importantly that friendships have been made and community bonds strengthened. To summarise: blazers, books and banners have been bought, discos and dancing done, ovens ordered, scones scoffed, top trivia team toppled, garden grant given, Taco Tuesday tasted, canteen crew committed and many memories made. Looking forward to another great year in 2015.

Jodie McIvor (Incoming P&F President)

Student Body

St Patrick’s students had a great year in 2014. Year 5/6 participated in the Kindergarten Buddy program which helped the new Kindergarten children to settle quickly into their new school environment and routines. A few talented students had the opportunity to participate in the netball, Rugby League and soccer gala days, as well as our school athletics and swimming carnivals. Some highlights of 2014 were the Year 5/6 three-day excursion to Canberra, St Patrick’s Feast Day, our Aboriginal cultural awareness day, the Mary MacKillop Games, the Opening School Mass, the opening and blessing of our sacred space, our visits to the elderly residents of Southern Cross Care and the end-of-year Graduation Mass. The Mini Vinnies group focussed on fundraising for SIMs Cambodia, Caritas, Catholic Mission, the Mary MacKillop Foundation and the St Vincent De Paul Society. These fundraising days were a wonderful opportunity to come together, to appreciate what we have, to think of others and to make a difference. At the end of the school year we celebrated with a K-6 Presentation Night where special awards were given out and some class items were performed. We said farewell to the students, their families and staff members who are leaving St Patrick’s. I feel very lucky to have been a student at St Patrick’s for the past seven years.

Izaac Stace (School Captain 2014)

Who We Are

History of the School

St Patrick’s Catholic Primary School, Swansea, was opened on Tuesday 29th January 1952 on the site in Wood Street where McDonalds now stands. The school was established by the Sisters of St Joseph of Lochinvar, and the founding principal was Sister Virgilius Perkins. The convent where the Sisters lived was on the site of the present school in Northcote Avenue. In 1977 and 1978, the church and the school were relocated to Northcote Avenue; all of the buildings were transported on the back of trucks. In 2005 the school was demolished to make way for new school buildings. The re-building program began on April 2006, at a cost of $2.2 million. In 2010, a school hall was built on the site of the old “cottage”. During 2014 we welcomed back to St Patrick’s many of its
former students and staff members (including 15 Sisters of St Joseph) to the blessing and opening of our sacred space which honours the thousands of people who have been part of the St Patrick's story.

**Location/Drawing Area**

St Patrick's is located adjacent to Black Neds Bay on the southern shore of Lake Macquarie and close to the shopping precinct. Most of the students travel to school from Swansea, Swansea Heads, Caves Beach and Nords Wharf, with others coming from Belmont, Blacksmiths, Chain Valley Bay, Gwandalan, Mannering Park, Marks Point, Murrays Beach, Summerland Point and Windale. St Patrick's is one of three schools within the Parish of East Lake Macquarie. Our other parish schools are St Francis Xavier's Belmont and St Pius X Windale.

**Characteristics of the Student Body**

The table below shows the number of students in each of the categories listed.

<table>
<thead>
<tr>
<th>LBOTE*</th>
<th>SWD*</th>
<th>Indigenous</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>12</td>
<td>6</td>
</tr>
</tbody>
</table>

*Language Backgrounds Other Than English (LBOTE); Students with Disabilities (SWD)

**Religious Dimension and Culture of School Life**

**Catholic Identity**

- St Patrick's Catholic Primary School, Swansea, was founded by the Sisters of St Joseph in 1952. The school's staff is committed to creating and fostering a caring community where students, staff and parents work together in mutual support and respect. It is this community aspect of the faith we share that sets the tone of our Catholic school. Our mission statement reflects this commitment: “Steadfast in faith and hope, our vision is to strive for the extraordinary by developing a positive education which can transform lives and communities.” We recognize that Mary MacKillop lived a life of heroic goodness and responded totally to the needs of those around her. We endeavour to do the same. In 2014, volunteers from the school and broader communities designed and built a sacred space on the school playground. Looking out over Black Neds Bay, the sacred space is a place where individuals and groups of students may sit to quietly pray and reflect. Etched into the pavers in the sacred space are the names of many of the Sisters of St Joseph who have taught at St Patrick’s, as well as some of the sayings of Mary MacKillop. During the year we celebrated our Josephite heritage on the Feasts of St Joseph and of St Mary of the Cross MacKillop. On these days, we invited the Josephite Sisters who live in two local aged care facilities to a luncheon with the staff. We also celebrated the feast day of our school's patron saint, St Patrick.

- At our weekly assemblies and on special occasions, St Patrick's Catholic Primary School acknowledges the Awabakal people, the traditional owners of the land on which our school stands.

**The School as part of Parish and Diocesan Life**

- The school community sees itself as very much a part of the broader parish community. Through school assemblies and school newsletters, we actively promote our parish-based sacramental programs. On the first weekend of Advent, we invited the parishioners to celebrate the Vigil Mass on the school playground. At that Mass our outdoor sacred space was blessed and opened, and afterwards we hosted a dinner for the parishioners and other guests in the grounds of the school. The school supports the St Vincent de Paul Winter and Christmas Appeals which are coordinated by the parish chapter of the St Vincent de Paul Society.

- The school also acknowledges and celebrates the part it plays in the broader Diocesan Catholic community through its involvement in annual celebrations such as the launch of the Diocesan Caritas Lenten appeal, the Catholic Schools Week Mass, the Mission Week Mass, the Special Needs Mass and the Called To Serve Mass.

**Teaching of Religion**

- All members of the teaching staff are accredited to teach Religion. One teacher has a Masters Degree in Religious Education, two teachers have a Diploma of Religious Education and four teachers have a Certificate in Religious Education. The teachers place a high priority on Religious Education as a key learning area. Religious Education is given priority with regard to timetabling within the school day, with 10% of teaching time dedicated to the teaching of Religion. The teachers program Religion to ensure that foundation statements and syllabus outcomes are comprehensively covered. Teachers’ assessment records highlight their belief that Religion is a key learning area with academic rigour. During 2014, new units of work in Religious Education were trialled at St Patrick's.
In June, the Year Six students undertook the Year Six Religious Education test, along with all of the Year Six students from across the Diocese. This test measures the knowledge, understanding and skills in Religious Education that the students have acquired throughout their primary schooling. Of our ten Year Six students who did the test, five students were awarded a Credit.

Retreats and Faith Development Programs

- The staff attended a full-day retreat during Term Two. The retreat was facilitated by Louise Campbell, Education Officer at the Catholic Schools Office. Louise challenged each staff member to explore the links between our own spirituality and the spirituality of indigenous Australian people.
- Our class-based liturgies have focussed on the content of the classroom Religion programs. Students, parents and grandparents have participated enthusiastically in these liturgies. Michael Mangan, a well renowned Catholic singer and songwriter, entertained the students and taught them some valuable lessons in social justice.

Values and initiatives to promote respect and responsibility

- During 2014 we continued to use the Positive Behaviour for Learning (PBL) program to reinforce the Christian values that are taught in the Religion program. The three core values of the PBL program – Be Safe, Be Respectful, Be Responsible – underpin our efforts to foster in our students habits of personal responsibility for their behaviour. During 2014 we commissioned one of our parents, a signwriter, to create a visual display of these three core values; these values are now prominently displayed on surfboards on the playground. The values are also reinforced at our Monday morning assemblies and in the classrooms. The “Making Jesus Real” (MJR) program encourages the students to identify “God Moments” or “good moments” each day and to celebrate them. It teaches the students how to articulate and live Gospel values, and it emphasises the importance of fostering positive relationships within the school.
- Mary MacKillop lived by the principle: “Never see a need without doing something about it”. At our end-of-year presentation evening, we presented the prestigious Mackillop award to one student who has applied Mary MacKillop’s principle to her daily work at St Patrick’s. At our presentation evening, we also chose one student from each class to receive a ‘Community builder’ award. Under the leadership of our Mini Vinnies student committee, our school’s mission activities and social justice initiatives included fundraising for Caritas, Catholic Mission, SIMS Cambodia and the Mary MacKillop Foundation, and clothing and food donations to the St Vincent de Paul Winter and Christmas appeals.
- At St Patrick’s, we take very seriously our role as stewards of our environment and, to this end, our senior students have continued to monitor the quality of the water in Black Neds Bay and to upload the data to the Waterwatch database. Having made a five-year commitment to the Waterwatch program, we hope to contribute to making a difference to the health of our lake and foreshore environments.
- The students pay frequent visits to the residents of Southern Cross Care both next door and at Caves Beach.

Policies

Enrolment Policy

- St Patrick’s Catholic Primary School follows the guidelines provided by the Catholic Schools Office Enrolment Policy 2013. This Enrolment Policy has been devised in order to accommodate the needs of families seeking a Catholic education. It aims to set direction for school procedures and practices for enrolling students into Catholic Primary and Secondary Schools within the Diocese of Maitland-Newcastle and to establish a common, consistent approach in enrolment practices and assist the system of Catholic schools to provide schooling, where possible, for all Catholic children who seek enrolment, cater for the individual needs of each child equitably within the constraints of the available teaching and material resources and to encourage parents enrolling their children in Catholic schools to give support to parish and school life, especially in education in faith.
- Copies of the Policy are available from the school, or from the Catholic Schools Office website. Parents concerned about school fees should ensure they make contact with the school. Diocesan provisions (including standard discounts for those with a Health Card) exist to help in this area, and the Principal can also exercise discretion where genuine need exists.

Student Welfare

- Appropriate and acceptable behaviour is taught explicitly through the Positive Behaviour for Learning (PBL) framework, which aims to build a culture of shared accountability for the core values of the school. During 2014, we continued to meet the pastoral needs of students who have experienced significant change or loss through the Seasons For Growth program, by assisting those students to explore how they can learn to live with and grow from these experiences. During 2014, the Seasons For Growth program again catered for adults who are experiencing marriage breakdown through either separation or divorce.
• Student welfare is a running agenda item on our weekly staff housekeeping meetings, where we highlight wellbeing issues related to students, and discuss ways in which we might deal with those issues.

• During 2014, the Principal initiated weekly meetings with selected groups of students as a means of proactively dealing with simmering tensions and equipping students with strategies for dealing with conflict issues. These meetings have helped to reduce the number of reported instances of teasing and bullying.

• The school has a number of policies related to both the physical and emotional welfare of our students. No changes were made to these policies during 2014. These policies are available on the school website.

**Discipline**

The school’s discipline practices are found within its Pastoral Care and Discipline Policy (2011) which is available on the school website. This policy specifically addresses seven main categories of misbehaviour, as well as acceptable and unacceptable forms of punishment. In order to maintain procedural fairness, the Principal provides regular updates to parents or caregivers regarding the management of specific incidents, and maintains an ongoing and annual evaluation process of discipline practices. There have been no changes made to the policy since 2011.

**Anti-Bullying Policy**

Catholic schools have the responsibility to promote cultures of trust, cooperation and respect in the lived experience of the Catholic Christian setting. Bullying in a school mitigates such a culture and inhibits the development of positive relational outcomes for the common good of students, teachers and caregivers. St Patrick’s Catholic Primary School’s Anti-Bullying Policy is reviewed regularly and is available on the school website. All reported instances of bullying – whether or not they are sustained – are logged on the school’s online management system (Gate21), giving all staff members access to records. Tracking these incidents enables the staff to identify patterns of behaviour and to determine appropriate sanctions for those students who are found to be in breach of the school’s anti-bullying policy. The Newcastle Knights visited St Patrick’s to deliver a program called “Tackle Bullying”, a program which taught our students how to recognise a bully and how to deal with bullying situations.

**Complaints and Grievances**

• The school has formal written protocols in place to address complaints and grievances. These protocols are in line with the Complaints and Grievances Resolution Policy (2013), developed to provide a consistent approach for all Diocesan schools. This policy aims to address the concerns of parents / carers and the wider community. These concerns may include children's learning, behaviour and welfare, school organisation and management, student health and safety issues.

• A copy of this policy and the informative parent brochure is available from the school office, the school website and the Catholic Schools Office website. The policy and associated support material was updated in 2013.

**Student Achievements**

**Academic Achievements**

• Along with all Year Six students in the Maitland-Newcastle Diocese, our Year 6 students sat for the Year 6 Religious Education Test. Five of our students earned a Credit.

• With only a small number of students entering the International Competitions and Assessments for Schools (ICAS), our results were very pleasing, with one student earning a High Distinction in the English competition. Our other results included three Distinctions in Science, two Distinctions in Computer Skills, and one Distinction in each of Writing, English and Mathematics.

• The students of Years 5 and 6 competed in the Newcastle Permanent Primary Mathematics Competition. One student who was placed in the top 15% throughout the Newcastle, Hunter and Central Coast schools earned a Certificate of Distinction. Four students were placed in the next 30% and they earned a Certificate of Merit.

• 63 students participated in the NSW Premier’s Reading Challenge. This represents 53% of our student population. Three students were awarded a Gold certificate, having successfully completed the Premier’s Reading Challenge for four consecutive years.

• We entered students in the Year Five Catholic schools regional public speaking competition, and in the Year Six Catholic schools regional debating competition.

• The students of Year Six entered the Newcastle Herald Schools Newspaper competition. They were thrilled to see in print their newspaper articles, photographs, editorial and cartoon.

• The students’ academic achievements and efforts were highlighted at our end-of-year presentation evening. One student was chosen from each class to receive an award for consistent effort and application. One student was chosen from each class from Years 3 to 6 for an award for academic achievement.
## School Academic Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
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</thead>
<tbody>
<tr>
<td>Substantial improvements in students’ knowledge, understanding and skills in the Measurement and Geometry and Statistics and Probability strands of Mathematics.</td>
<td>• Lesson starters (warm-ups) were used to introduce every maths lesson from Years 2 to 6. These lesson starters frequently include NAPLAN questions from the Measurement and Geometry and Statistics and Probability strands of Mathematics.</td>
</tr>
<tr>
<td>Students’ capacity for solving problems to be enhanced.</td>
<td>• Teachers received professional development in the design and use of real-life open-ended tasks in the teaching of Mathematics. This professional development was provided by the school’s leading teacher, CSO personnel and other members of the school staff.</td>
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<td></td>
<td>• Teachers explicitly taught problem solving strategies throughout each unit of work.</td>
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<td>• Resources were purchased to assist teachers to design open-ended learning tasks.</td>
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<tr>
<td>Assessment to enable all students to demonstrate their grasp of concepts in Mathematics.</td>
<td>• Teachers shared their class-based assessment tasks with colleagues, and sought feedback in terms of the degree to which those tasks:</td>
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<td></td>
<td>• Catered for the range of abilities within the class, and:</td>
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<tr>
<td></td>
<td>• Allowed for students to engage in open-ended problem solving.</td>
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<tr>
<td></td>
<td>• Enabled students to identify gaps in their learning.</td>
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<tr>
<td>Teaching in the Measurement and Geometry and Statistics and Probability strands to be relevant, to meet the needs of all students, and to bring change and creativity to classrooms.</td>
<td>• Teachers shared their units of work with their colleagues, highlighting the use of a variety of resources that enabled the teacher to make the learning relevant to the students’ learning needs.</td>
</tr>
<tr>
<td>A culture of collegiality to be fostered.</td>
<td>• A leading teacher was appointed to drive the School Improvement Project.</td>
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<tr>
<td></td>
<td>• Teachers shared innovative practices, units of work and assessment tasks with their colleagues.</td>
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<tr>
<td></td>
<td>• Teachers visited other teachers’ classrooms to assist with / team-teach Mathematics lessons.</td>
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<tr>
<td></td>
<td>• Teachers shared with colleagues these experiences of team-teaching.</td>
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<tr>
<td></td>
<td>• Teachers were released from their teaching duties to visit classrooms in other schools in which exemplary practice in the teaching of Mathematics has been identified.</td>
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<tr>
<td>Those Tier 2 students who are failing to make adequate progress with the classroom reading program to join the MiniLit program which will personalize reading instruction to the students’ needs.</td>
<td>• A staff member was trained to facilitate the MiniLit program.</td>
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<tr>
<td></td>
<td>• Eight Year One students were targeted to receive small group tuition using the MiniLit program as the primary mode of delivery of the lessons.</td>
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</tbody>
</table>

## Performance in National Testing

**National Assessment Program - Literacy and Numeracy (NAPLAN) 2014**

The National Assessment Program – Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. An analysis of these results assists school planning and is used to support teaching and learning programs. The tables below show the percentages of students who achieved particular skill bands in numeracy and the aspects of literacy. The school results shown are compared to students nationally. Literacy is reported in four content strands (aspects): Reading, Writing, Spelling, Grammar and Punctuation. Numeracy is reported as a single content strand.
In Year 5, particular areas of strength in English were descriptive language and poetry, noun-verb agreement, and identifying correct punctuation. In Mathematics the Year 5 students scored well on questions involving problem solving, digital time and areas of shapes. Our Year 5 students have further work to do in the areas of persuasive writing and spelling, and the teachers plan to continue to focus on these areas. The Year 5 students recorded strong growth in reading, as well as data, measurement, space and geometry.

In Year 3, grammar and punctuation are significant areas of strength, with 65% of our students scoring in the top two bands.

Our NAPLAN results reflect our staff’s commitment to catering for the learning needs of all students, and to encouraging our students to recognise and achieve their full potential. These results also underline the outstanding support and dedication of our parents. During 2015, the staff plans to build on the students’ successes and to address their areas for development in the following ways:

- Continue to analyse NAPLAN data as a means of determining strengths and areas for development.
- Develop a shared understanding of how to effectively teach spelling with a focus on writing.
- Target the teaching of Mathematics to improve student outcomes, especially in the space, measurement and data strands.
- Review the schoolwide intervention program to ensure that the students who are targeted for support are appropriately identified.
- Build on the success that we have had with the Minilit reading intervention program in raising levels of achievement in reading for our K-2 students.
- Continue to undertake professional development in the English and Maths syllabuses.
- Investigate ways in which we can support the learning and emotional health of students with various diagnosed disorders.

Our school’s annual plan for 2015 includes the following Strategic Intent Statements as a means of specifically targeting improvement in NAPLAN:

- To review Key Learning Area policies – Mathematics and Science & Technology) to strengthen teaching and learning.
- To target the teaching of mathematics to improve student outcomes, especially in the space, measurement and data strands.
- To develop an assessment policy and plan which explicitly state how student work is assessed.
- To review the scope and sequence for Mathematics.
To develop a shared understanding of the teaching of spelling as part of writing.

Cultural Achievements
- The creative arts have been a primary focus during 2014. Once again we ran our annual St Patrick’s Day portrait competition, and the winning entries have been framed and are displayed in the school foyer.
- With a specialist music teacher working one day per week, the performing arts have been well promoted throughout 2013. A recorder program in Years 3 and 4 and a ukulele program in Years 5 and 6 were not only used to teach musical concepts but also gave the students a purpose for their learning. Our end-of-year presentation evening allowed our students to showcase their musical talents in both instrumental and choral performances. The students also decorated the school hall for the presentation evening with their recent work in Visual Arts.
- During Term 2, the teachers integrated indigenous perspectives into their teaching programs. At the end of the term we celebrated our learning with an Aboriginal cultural immersion day. The day began with a traditional smoking ceremony, after which the students attended workshops on Aboriginal art, bush tucker, dance, games and storytelling.
- St Patrick’s initiated a chess club during 2014. The club members met weekly to compete against one another. They also had some success in some inter-school chess competitions.
- The students entertained the residents of the Southern Cross Care aged care facilities during their regular visits to the facilities in Swansea and Caves Beach.
- Our senior students worked with the residents of Tension Apartments to perform a play at the Swansea Library.

Sporting Achievements
- The inaugural “Mary MacKillop Games” was run during Term Three. This event gave the students many opportunities to compete in various sporting events as well to raise funds for the Parents and Friends Association.
- Fifty students represented St Patrick’s at regional, Diocesan and Polding sporting events during this year. Notable sporting achievements include Daniel Chisholm’s opportunity to represent our Diocese at both the Polding swimming carnival and the Polding cross country carnival.
- Cross country: Our school cross country was again a success. We sent 17 students to the diocesan cross country.
- Athletics: We had an enjoyable school athletics carnival. 36 of our students progressed to the regional carnival and four to the diocesan carnival.
- Netball: Most of our students in Years 3 to 6 competed in the Maitland-Newcastle Catholic Schools netball gala day.
- Horse riding: One student represented our school at the Scone and District Schools Sports Horse Sports Day.
- Swimming: We held our annual school swimming carnival on Friday 12th December. Earlier in the year, 25 students represented our school at the regional swimming carnival and five at the Diocesan swimming carnival. We have also offered a two-week intensive swimming program for the students of Year 2.
- Gymnastics: The school engaged two teachers to deliver a gymnastics program during Term 1.
- Soccer: We entered two teams in the Catholic regional schools soccer gala day.
- Tennis: One student trialled for the Polding tennis team to compete at the State championships. Unfortunately he did not gain selection for the State Championships.
- Rugby League: We entered two teams in the Paul Harragon Cup.
- Active After-School Communities sport program: We ran an after-school sport program this year. The sports that were offered were basketball, skateboarding, martial arts, skipping, Frisbee and orienteering.
- Beach sports: Nicki Falconer has again coordinated our five-week beach sports program during Term 4.

Other Highlights for 2014
- Under the management of the Stace family, we built a sacred space on the school playground. The sacred space honours the many people who have been part of the St Patrick’s story since our school was founded in 1952, and it provides a scenic and peaceful location for liturgy, prayer and reflection.
- Many students, staff, parents and grandparents participated in the annual “Walk Safely to School” event which aimed to encourage the members of our school community to incorporate more walking as part of a healthy, active way to get around.
- We purchased blazers for our students to wear at official functions both within and outside the school. Thanks to the generosity of two school families, we also purchased new football jerseys which bear our school logo.
- Stage 1 of our irrigation system was installed. We are now using bore water to water our grass and our gardens.
- We had two very successful working bees at which a great deal was achieved.
Staff

Staff Qualifications

<table>
<thead>
<tr>
<th>Qualifications and Experience</th>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR).</td>
<td>13</td>
</tr>
<tr>
<td>II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications</td>
<td>0</td>
</tr>
<tr>
<td>III. (a) Teachers not having qualifications as described in I or II above but having relevant successful teaching experience or appropriate knowledge relevant to the teaching context</td>
<td>(a) 0</td>
</tr>
<tr>
<td>III. (b) Of these which are New Scheme Teachers.</td>
<td>(b) 0</td>
</tr>
</tbody>
</table>

Workforce composition

<table>
<thead>
<tr>
<th>Number of Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total teaching staff</td>
</tr>
<tr>
<td>Total non-teaching staff</td>
</tr>
<tr>
<td>Grand total</td>
</tr>
</tbody>
</table>

Percentage of teachers who are Indigenous | 0 |

Professional Learning Undertaken

Three days were set aside during 2014 for staff professional development in the areas of faith formation and curriculum:

- Full-day retreat at which we were challenged to explore to explore the links between our own spirituality and the spirituality of indigenous Australian people.
- An introduction to the new Primary Mathematics syllabus.
- The teaching of spelling, facilitated by Stephen Graham.

Teacher Attendance

The average teacher attendance rate for this school is 92%.

Teacher Retention

The teacher retention rate from 2013 to 2014 was 100%. A part-time temporary teacher secured a full-time teaching position at another school.
Enrolments

Actual Enrolments 2014

<table>
<thead>
<tr>
<th>Scholastic Year</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>18</td>
</tr>
<tr>
<td>Year 1</td>
<td>24</td>
</tr>
<tr>
<td>Year 2</td>
<td>19</td>
</tr>
<tr>
<td>Year 3</td>
<td>24</td>
</tr>
<tr>
<td>Year 4</td>
<td>15</td>
</tr>
<tr>
<td>Year 5</td>
<td>9</td>
</tr>
<tr>
<td>Year 6</td>
<td>11</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
</tr>
</tbody>
</table>

Student Attendance

Percentage of student attendance by Year level and school average for 2014:

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
<th>Year 6</th>
<th>School Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>92%</td>
<td>94%</td>
<td>94%</td>
<td>93%</td>
<td>95%</td>
<td>93%</td>
<td>90%</td>
<td>93%</td>
</tr>
</tbody>
</table>

Managing non-attendance

Regular attendance at school is essential if students are to maximise their potential. Schools, in partnership with parents and guardians, are responsible for promoting the regular attendance of students. The compulsory schooling age is 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve problems of non-attendance. While parents should be reminded of their legal obligations under the Education Act (1990) the welfare of the student must be the focus of this consultation. The most effective means of restoring and maintaining regular school attendance includes sound attendance monitoring practices and regular follow-up of unexplained absences by contacting parents promptly. Resolution of attendance difficulties may require a range of additional school based strategies including student and parent interviews, reviewing the appropriateness of the student’s educational program, development of a school-based attendance improvement plan, referral to the school counsellor or outside agencies and support from school - based personnel. If a range of school - based interventions has been unsuccessful, support may be requested by referring individual cases of unsatisfactory attendance to the Catholic Schools Office.

Annual School Priorities

<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
</table>
| Identify and create opportunities for developing an ongoing partnership between the school and the parish, and between the school and the Diocese. | • We promoted the parish sacramental programs.  
• We engaged the parish community, as well as many former students, staff and families, with the funding, construction, blessing and opening of our outdoor sacred space.  
• We promoted opportunities for students to compete in diocesan debating, public speaking and sporting initiatives.  
• We promoted opportunities for students to participate in Diocesan Masses, liturgies and events, e.g. Mission Mass, Caritas Launch, debating and public speaking. |
<table>
<thead>
<tr>
<th>Priority</th>
<th>Steps taken to achieve the priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Develop a model of shared leadership to enable all staff members to contribute to the professional development of their colleagues.</td>
<td>• We utilised an alternative model of professional development meetings by drawing on the collective wisdom of staff members to lead meetings.</td>
</tr>
</tbody>
</table>
| Engage with aboriginal communities locally and through immersion experiences with Catholic mission. | • We acknowledged the traditional custodians of the land at weekly assemblies.  
• We arranged for Louise Campbell (Education Officer, CSO) to facilitate a staff development day aimed at faith formation for the staff.  
• We organised an Aboriginal immersion day during the last week of Term 2 (prior to NAIDOC Week).  
• During Term 2, we promoted the incorporation of Aboriginal perspectives into units of work in order to enhance the immersion experience. |

### Community Satisfaction

- The school's social events and fundraising events were well supported throughout the year, as is indicated by the number of people attending events and the amount of money raised to fund school projects. There has been no significant increase or decrease of school enrolments in the last year, although it is expected that, in the next two years, two small cohorts of senior students will be replaced by larger cohorts of incoming Kindergarten students. The parents appear to be satisfied with the way in which disputes and grievances are resolved. An email from the parent of a Kindergarten student possibly summarises the general level of satisfaction among the parents. In part, the parent wrote: *I look back and am so impressed with the school, the teachers and the students. (Name) has had an amazing year, she loves school and has made so many friends. There has been no better way to start her schooling years. Considering my plate is very full with work, study and family, you have taken the worry out of (Name’s) schooling for me . . . I would recommend St Patrick’s to any parent and I often brag to friends and family as to how lucky I am to have experienced such a school.”*
- Anecdotal evidence appears to support the view that the students are happy and engaged at school.
- Similarly, the low turnover of staff in recent years would seem to point to a generally high level of satisfaction with their jobs.

### Financial Information

The following graphs represent the income and expenditure for St Patrick's Primary School, Swansea for the school year ending 31 January 2015 as aggregated from the annual returns to the Australian Government's Department of Education, Science and Training.
Recurrent & Capital Income

- C'wealth, 64%
- State, 20%
- Fees & Private, 12%
- Govt. Capital, 0%
- Other Capital, 4%

Recurrent & Capital Expenditure

- Salaries, 78%
- Non-salary, 22%
- Capital, 0%
Concluding Statement

St Patrick’s is an inspiring example of everything that a Catholic school should be. It is a place where the individual is cared for, where the sum of what we value can be seen in the smile of a child, the care of a family and the recognition of even the smallest of achievements. Being a part of this wonderful learning community is a privilege for the teachers who work in partnership with parents to develop every child’s unique gifts. St Patrick’s exists because of the relationship it has with its parish community and it strives to uphold the legacy provided to it by the Sisters of St Joseph.

Report Access and Publication

This report is available to members of the school and wider communities. Copies will be supplied to the Catholic Schools Office, The Board of Studies, The Parents and Friends Association, the Parish Priest and to all parents.

Copies of this school’s Annual School Report are available to the general public. Persons wishing to access a copy of the report should contact:

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For further information relating to the Diocesan Policy please refer to: http://mn.catholic.edu.au