



St Patrick's Primary School,
CESSNOCK

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About the Annual School Report

St Patrick's Primary School is registered by the Board of Studies Teaching and Educational Standards NSW (BOSTES) as a member of the Catholic system in the Diocese 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 in 2015 and gives information about 2016 priorities.

This Report is a legislative requirement under the Schools Assistance Act, 2008. The information in this Report is complemented by the Catholic Schools Office website and school websites where other publications and newsletters can be viewed or obtained.

Messages from Key School Bodies

Principal's Message

Our school has a vision where we hope for every student to reach their unique potential in a caring, compassionate community. This is what we, as a school, strive to achieve each day.

And, as a result of this, I feel the genuine warmth and generosity of heart that we all share. This is reflected in the wonderful school spirit and caring atmosphere that all experience when they visit our school.

We are always trying to do our best however, sometimes we may fall short of the mark but with the school and families working together we can make our school a better place.

The school at present has an enrolment of 374 children, representing 272 families. It is a very happy and personal community that is developed by the wonderful teachers who ensure that a Catholic ethos pervades the whole environment.

Firstly, a special thank you to the parents. You show your support for us by sending your child to our school in the first place. But a lot more, you show pride in the school by dressing the children so well in the school uniform, by attending school events, by helping us so much with things like canteen, reading groups and most importantly, supporting the P&F. A school cannot function effectively without the support of its parents and you really support our school extremely well ...Thank you!

Secondly, thank you to the beautiful children that we teach each day. You are truly a joy! This year has gone by with so few dramas that the staff can hardly believe their good fortune. We are privileged to be teaching you. You are such a wonderful group of students.

Finally, my last comment is to the staff. I thank you from the bottom of my heart. They are truly wonderful, dedicated and cooperative. Nothing is too much for you, you even put up with me being a perfectionist in so many ways. So often the things that you can do and achieve amaze me. St Patrick's is very lucky to have such a dedicated staff. Thank you

The most important learning cannot be recited or written down and turned in for a grade or a result. These learnings involve friendship, hard work, love, and dedication.

None of us is really smart enough to go at it alone. We are educated by every experience we live, every interest we pursue, every book we read, and every person we meet. We learn from our parents, friends, teachers, co-workers, class-mates, team-mates, coaches, these people touch our hearts with their lives.

Education is, perhaps, the only wealth that cannot be robbed. So we must make sure that we build on our education and value it. This way we all will become life-long learners!

I wish Year 6 2016 all the very best on the next part of their journey to high school. Just know that it will be a hill compared to the life you have ahead of you. There's not only one more mountain out there for you to climb; there is an entire range of them. In the future you are going to choose the mountains that you climb and the paths you take.

Parent Body

In 2016 St Patrick's P&F continued to have an active role within the school community, volunteering and contributing to the school in many ways. In 2016 the P&F raised funds through the sale of Entertainment Books, Mother's Day and Father's Day stalls, various raffles, a Cinema Under The Stars evening and through the sales in the school canteen.

The Cinema Under The Stars evening was a great success with a large number of the school community coming together to support the P&F.

The canteen continued to operate five days a week throughout 2016 under the guidance of a canteen manager providing a great service to the staff and students.

The P&F also supported the school Christmas Carols evening with catering, raffles, show bags and Christmas baked treats. The community involvement and its support was again very positive.

The community involvement with the school was high, enrolments during 2016 and beyond increasing significantly. In fact there has been an upward trend in new enrolments for the last couple of years.

Student Body

We can't believe that our time at St. Patrick's has come to an end. We have all loved being part of a rather large Leadership Team in 2016. We all had our designated jobs to do and we think that we did a pretty good job! As always we loved being with our buddies in Kindergarten and showing them the ropes. What we enjoy most about being in Year 6 is that we are treated as leaders of the school and sometimes we get treated a little differently to the rest of the school which is good. As leaders though, there is a lot of responsibility and the teachers and rest of the school depend a lot on us to organise and run a lot of activities in the school. We believe that we did a good job and we were happy serving the school community in our roles on the Leadership Team.

There were so many highlights for us. One that stands out is going to the Education Week Gathering hosted by the Lord Mayor. We listened to a guest speaker who spoke to all the School Leaders in the Greater Cessnock Area. The speaker was quite inspirational but the best part was the delicious morning tea that they served us. It was yummy!

Going on an excursion to Aussie Bush Camp was absolutely fantastic! We will have such great memories for the rest of our lives. All the activities were sensational but doing the obstacle course in the mud was a highlight. We must also mention the Giant Swing and the High Ropes as they were very challenging. We thank the teachers for organising and supervising us on the excursion.

As a Leadership Team we were responsible for running School Assemblies, running School Carnivals, overseeing sports equipment, keeping the school yard safe and happy, as well as the many everyday tasks like: flags going up everyday, overseeing canteen lines, helping in the library and collecting mission money everyday. This is just to mention a few things. We really are the back bone of the school and we took our positions on the Leadership Team very seriously!

It was a privilege and an honour to serve the St. Patrick's Community as part of the Leadership Team in 2016!

SCHOOL FEATURES

History of the school

In response to the perceived need of the Catholic Community of Cessnock, the first Catholic School commenced in January 1887 by the sisters of St. Joseph. St. Patrick's Church at Nulkaba was used for this purpose. A new Church was built in 1893 and the Church-School was fitted with permanent fixtures and the building converted to St. Patrick's School. On 15th July 1906 a hall was moved to the High St. site and furnished as a school. It also served as a temporary Church. It was known as St. Joseph's Church-School.

In 1936 a new Mt. St. Joseph's School on Bridge's Hill replaced the old hall. This served as a Primary School and later as a Junior Secondary School for girls. There was also a Catholic School close by at Bellbird from 1937-1958. In 1937 St. Patrick's School was relocated from Nulkaba to Wollombi Rd. The 1970's saw the completion of a brand new brick school which is still the complex that we reside in today. The school has undertaken two major building projects over the last 10 years to expand and renew the facilities. We thank the Sisters of St. Joseph who are the pioneers of our school. We are continually up-grading!

St. Patrick's seems to be continually changing!

Location/Drawing Area

St. Patrick's Primary School Cessnock is located in the lower Hunter Valley in N.S.W. Neighbouring towns are Kurri Kurri, Branxton and Lochinvar. St. Patrick's is located on a very busy main arterial road through the heart of Cessnock so traffic and safety regarding pedestrian crossing is a concern.

Our school is part of the All Saints Cluster Region comprising 3 High Schools, 9 Primary Schools and 1 Infants School. Our closest Catholic School in our Diocese is Holy Spirit Infants School Abermain and Holy Spirit Primary School Kurri Kurri. Geographically we are a 50 minute drive from the nearest major city which is Newcastle and where our head office, the Catholic Schools Office of the Maitland/Newcastle Diocese is located.

We have students who travel in from as far South as Quorrobolong, as far North as Rothbury, as far west as Wollombi and the last suburb to the East is Abermain. Our feeder area is quite vast. Therefore many of our students travel by bus and car. Very few students walk or ride to school.

The nearest Catholic High School is 30 minutes away at Lochinvar, so our students need to commute by bus each day.

Catholic Identity and Mission

Catholic Imagination and Spirituality

The Catholic Identity of St. Patrick's Cessnock, has its foundations in its long association with the Sisters of St. Joseph commencing in 1887 with the formation of the first Catholic school in the area. The commitment to living the Gospel and the dedication shown by the sisters throughout our long history is still very evident in the Catholic Identity of the School and parish today. Sadly this year, the last St. Joseph sister affiliated with the school died.

Our Catholic Identity is visually evident in the artworks, crucifixes and sacred spaces set up in the classrooms and office areas. More importantly, it is evident in the treatment of each person with respect to their uniqueness and the gifts they share. Each person is nurtured and valued.

Throughout the year the school community celebrated together in the form of school and grade Masses/liturgies. These were celebrated both at the school and at St. Joseph's Church.

The school staff have presented liturgies and prayers in varied ways in order to keep the experience fresh and to help deepen the spiritual effect. Our school liaises well with the staff from the CSO and we have had whole staff prayer and spirituality afternoons.

Family, Parish and Diocesan evangelising and catechesis

It is always difficult trying to blend Parish and school communities together, especially when many of our parents and students are not actively part of the Parish of St. Joseph's at Cessnock. The school and Parish communities continued to work and celebrate together harmoniously throughout 2016.

Parishioners were invited to all school events and liturgical celebrations on a regular basis via the Parish Bulletin, School Newsletter and on the School's intranet and website.

A highlight was the beautiful All Souls liturgy celebrated here at School and the Mass in the evening at Kurri Church with many of the St. Patrick's children in attendance with the local parishioners. A candle was taken up in memory of our dear Sr. De Porres who died during 2016.

The local Staff provided a link between Parish and school through their involvement in the Sacramental Team, Children's Liturgy and representation in various ministries.

Throughout the year staff and students attended all Diocesan Masses such as Commissioning, Special Needs, Chrism and Catholic Schools Week Masses as well as the Launch of Project Compassion.

St. Patrick's continued to be a welcoming place for quality education and worship.

Christian Discipleship

At St. Patrick's we have a responsibility to help the less fortunate in our community and abroad. The students were given ample opportunities to help the poor through daily and class contributions to our mission fund. This money was then given to 'Caritas Australia & Catholic Missions'.

Everyday the students donated to the School Mission Well as well as The Project Compassion Box during Lent. There were also a couple of fundraisers to raise money for various charities.

Each Monday morning our Religious Education Coordinator would read the previous Sunday's Gospel at assembly then give a small reflection on how the Gospel reading related to our everyday lives. This seemed to have a real impact on the student's interactions and dialogue with each other.

A major event during 2016 was The Minnie Vinnie's Day. The Year 5/6 students organised a variety of stalls and raffles to raise money for the St. Vincent De Paul Society. They raised a significant amount of money in one day. The staff were most impressed with the student's efforts as well as their commitment to helping those in need.

The staff engaged in a very sacred Spiritual Day late in 2016 to give thanks for the blessings of the year.

Religious Education and Curriculum

We are very proud of the fact that St. Patrick's students scored the best results across the whole Diocese in the Religious Education Literacy Test.

In 2015 Year 5 sat the Year 6 Religious Literacy Test in preparation for the following year. All staff sat the Year 6 Religious Literacy Test and a fruitful discussion followed which we attribute to the excellent results in 2016.

Religion lessons were taught five days per week for 30 minutes each day.

In 2016 the Teachers continued to implement the new Religious Education Curriculum across the grades. After familiarising themselves with the units during the previous year, Staff were able to consolidate the student's learning and better integrate religion units across the broader curriculum.

The school continued to liaise with the Parish Priest regarding school masses and liturgies deciding to continue with having liturgies within the school grounds. All classes except Kindergarten would attend a Parish Mass once a term on a Wednesday at 9am. This seemed to work well during 2016 and such exposure regularly to the Sacraments seemed to increase student outcomes and build a better awareness around the aspects of Liturgy and Prayer.

Initiatives Promoting Respect and Responsibility

Our Pastoral Care Worker has taken on many initiatives to help the students in the school who have had significant social or behavioural issues within the school environment. Camps have been organised, social workers brought in and visits to the PCYC for team building activities.

St. Patrick's students are encouraged to live the Gospel values through the respect they show to each other and this was supported by the continuation in 2016 of the "Positive Behaviour's Programme" where each child was challenged to follow the school 'Pride Guide' and live the values taught. There are visual signs throughout the school environment reminding students to be respectful.

A special Anti- Bullying programme was also taught in each class regularly to address any issues that may arise.

As a result of the successful Leadership Programme undertaken in 2015 we again decided to bring in an external provider to target Stage 3 students for Leadership. The programme encouraged students to embrace Leadership and to step up to the challenge of being a good, Christian role model. Such a position comes with great responsibility to serve and minister to the rest of the school and wider community.

Student Profile

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

| LBOTE* | SWD* | Indigenous |
|--------|------|------------|
| 28 | 30 | 36 |

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

Enrolment policy

St Patrick's 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.

Actual Enrolments 2016

| Scholastic Year | Number of Students |
|-----------------|--------------------|
| K | 55 |
| Year 1 | 53 |
| Year 2 | 52 |
| Year 3 | 61 |
| Year 4 | 61 |
| Year 5 | 41 |
| Year 6 | 51 |
| Total | 374 |

Student Attendance - K to 6 - PDF

Percentage of student attendance by Year level and school average for 2016

| K | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 | School Average |
|----|--------|--------|--------|--------|--------|--------|----------------|
| 92 | 91 | 91 | 91 | 92 | 93 | 93 | 92 |

Managing Student 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 years of schooling is age 6 to 17. Principals and school staff, in consultation with students and their parents, will usually be able to resolve issues relating to 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.

Student Welfare Policy

An outline of St. Patrick's Policies in relation to Student Welfare is as follows:

- To encourage positive behaviours and relationships between all groups of the school community.
- To develop disciplinary policies and strategies which support and encourage self-regulatory behaviours.
- To acknowledge the individuality and differences of all people and promote appropriate attitudes and behaviours towards others.
- To develop in the children the concept of rights and responsibilities, for themselves and others.
- To ensure a safe and supportive environment inclusive of a retreat area for students with needs
- To create an atmosphere of welcome and hospitality for both those within the school community and members of other groups.
- To provide support, practical programmes and strategies for those with special needs.
- To consider the financial situation of all families in the planning of incursions, excursions and other school expenses.

In 2016, there were NO significant changes to these policies. All Welfare issues were tracked via the use of Gate 21. Full text of the policies can be accessed by the school community via the school intranet. Hard copies are available in the office and school foyer.

Discipline Policy

A brief outline of St Patrick's Policies in relation to Discipline for 2016 is as follows:

- At no stage is Corporal Punishment of any form administered in the School.
- At St. Patrick's we believe that the consequences of behaviour should be clear, consistent, relevant and immediate.
- Teachers engage in a dialogue with the student regarding their behaviour and try to implement strategies to help the child in order to avoid a repeat of this type of behaviour.
- Students must be encouraged to take responsibility for their actions by making restitution whenever/wherever appropriate.
- Where possible teachers will administer a consequence that most suits the behaviour.
- Repeated offences by the same students is tracked by an Executive member and various types of consequences are put in place.
- Professional judgement must be used in determining the consequences.
- Parents are always informed of repeated offences.
- Procedural Fairness Procedures are followed at all times as outlined in the CSO's Pastoral Care Policy (2003) in regards any complaints made regarding disciplinary measures at St. Patrick's.
- There have been NO changes to this Policy during 2016

The full text of the School's Student Discipline Policy may be accessed on the School's website or at the administration office.

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 Primary School Anti-Bullying Policy* is reviewed regularly and is available on the school website.

St. Patrick's continued during 2016 to be very proactive when it comes to Bullying issues. The children were constantly educated through classroom programmes and visual signs erected around the playground and learning environment.

The Executive regularly visited classrooms reminding students that Bullying was not acceptable or appropriate in any way, shape or form at St. Patrick's.

The concept of Respect is constantly instilled in the students of St. Patrick's as it is part of the 'Positive Behaviour's Programme'. We believe that if the students have respect for one another and their belongings then the concept of 'Bullying' should not be experienced.

Teachers were encouraged to display Anti-Bullying posters in their rooms.

A register of any alleged Bullying was kept during 2016 and behaviours were monitored.

There were NO changes made to this Policy in 2016 .

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, school website or is available on the Catholic Schools Office website.

School Improvement

School Improvement Plan

The School Improvement Plan and Annual Achievement Plans were enthusiastically and methodically implemented during 2016. There were quite a few areas of Development that in fact overlapped slightly at times.

Many goals in the area of Quality Learning were achieved quite successfully and overlapped into the Professional Practice and Development areas. These goals will be explained in more detail in Key Improvements Achieved this Year in sections #1,#2, #3 of Report.

In the area of Quality Teaching some of the priorities included:

- Providing ongoing, timely professional learning to support the implementation of Professional Learning Communities and Teams and to have them fully functional by the end of 2016
- Continued sessions in staff/stage meetings with developing scope & sequences, programming & assessment with Maths & English syllabuses
- Implementing contemporary pedagogy to support excellence in teaching & learning
- Establishing and familiarising Staff with 'Contemporary Learning Spaces'
- Refine the current professional development model to be more responsive to identified needs in the school
- To evaluate, innovate, enrich and extend student learning in the areas of Mathematics & English.

School Academic Priorities

| Key improvements achieved this year | Key improvements for next year |
|-------------------------------------|--------------------------------|
|-------------------------------------|--------------------------------|

Providing ongoing, timely professional learning to support the implementation of Professional Learning Communities and Teams and to have them fully functional by the end of 2016

This was achieved through providing professional learning for staff to set explicit targets and organise programmes that catered for the various needs and expectations of the students.

As a result the following goals were achieved:

- Teachers collaborated to develop a guaranteed curriculum to ensure success for all students in specific units of work
- Consolidation of a 3 tiered intervention in English & Maths
- Teachers were able to use the data (Best Start etc,) and the Literacy & Numeracy continuums to inform teaching K-6 and better place students for maximum outcomes
- Teachers ensured that students, including high achievers were appropriately engaged, challenged and extended by designing settings and classroom activities that met the student's learning needs, levels of readiness, interest, aspirations and motivations.
- Teachers were able to develop more constructive formative, summative and student negotiated assessment tasks for agreed consistency as a result of regular and productive PLC & PLT meetings.

Examine the role of the school library and the teacher librarians within a contemporary learning context for delivering quality teaching and learn.

- Support the core work of the professional teacher librarians in instructional design and pedagogical fusion
- Active engagement in the teaching and learning process that enables students to learn meaningfully and deeply through information and charting learning outcomes which demonstrate the relationship between the provision of school library services and student achievement
- Developing strategic actions where the librarians are centred on working as strategic operators who articulate a clear learning-centred vision rather than a library centred vision, building learning networks in the school and active environmental scanning to identify key research and trends in technology and education and being proactively responsive to these

Redesigning the role of the librarian as a knowledge manager where the school library becomes a centre for organisational learning where information resources, people's insights, knowledge and experiences are shared as an organisational asset to foster and enable teaching and learning innovation for student success.

The second area for Improvement and Development was to investigate and promote contemporary, pedagogical and ICT approaches to support excellence in learning and teaching.

The following goals were achieved:

- Through the use of discretionary funding (PP & D) opportunities were provided for Staff to work together to learn from each others' practices including targeted on-line courses.
- Funding was made available for Staff to have time for collegial goal setting at a school, stage and personal level
- Staff worked together to devise, improve, collate and embed assessments that were aligned with the curriculum and allowed for consistency and moderation across the grade and stage.
- Staff were released to work with CSO personnel on imbedding ICLT into the class teaching programs
- Support of teachers in the identification of students at risk and how to differentiate learning to cater for their special needs was on-going.
- Professional development in curriculum differentiation, with specific adjustments identified, links made for some students to Individual Plans and identification of curriculum outcomes for students working below their stage was on-going.

Proactive approach to raising student levels of achievement through identifying and implementing successful strategies for targeted students.

- Class teacher assuming greater responsibility for individual students with special needs via LS meeting and individual work with LST & CSO personnel, esp. those students not funded
- Identification of students for targeting differentiated Tier 2 instruction
- Student progress towards targets is monitored and initiatives and programs are systematically evaluated for their effectiveness in producing desired improvements in student learning and performance (Must, Should, Could)
- School uses data to identify starting points for improvement and for monitoring progress over time
- Time is set aside for in-depth staff discussions of achievement data and of strategies for the continuous improvement of student outcomes
- Analysis of growth patterns in NAPLAN – targeting of students with minimal growth in the top bands

School leaders regularly work with teams to review achievement data relating to their areas of responsibility

The third area was to identify and implement successful strategies for targeted students. The following goals were achieved:

- Alignment of assessment processes with the curricula which are designed to clarify learning intentions, establish where individual students are in their learning, diagnose details of student learning and to monitor learning progress throughout the year and across the school.
- Class teachers assumed greater responsibility for individual students with special needs via LS meetings and individual work with LST(Learning Support Team) & CSO personnel, esp. those not funded
- Teachers trained in providing higher levels of support for special needs students within the classroom and therefore provided greater flexibility and independence for students
- Teachers developed common formative, summative and student negotiated assessment tasks.
- Teachers developed an agreed set of standards for consistency of judgements and constructed joint assessment criteria.
- Analysis of data took place to identify areas of concern and thus goals were set around these areas.
- Analysis of growth patterns in NAPLAN – targeting of students with minimal growth in the top bands was on-going

Refine the current professional development model to be more responsive to identified needs in the school. Professional learning initiatives will be aligned with a shared vision for student learning and school improvement.

- Development of quality, structured school-based professional learning opportunities aligned to improvement goals for all teachers
- Teachers eager to expand their subject knowledge to learn how to improve on their current teaching practices through becoming experts in those fields and having high levels of confidence in teaching in those fields
- Teachers taking responsibility for the continuous improvement of their own teaching and to be focused on the development of knowledge and skills required to improve student learning
- Teachers taking responsibility for their 'Professional Practice and Development Action Plan' aligned with Australian Professional Standards with the school-based associated budget to support local and system priorities
- Teachers participating in the development and oversight of an explicit, coherent, sequenced plan for curriculum delivery across the years of school which makes clear what (and when) teachers should teach and students should learn

Academic Achievements

Year 6 attended an Inter-School Science & Engineering Competition at Cessnock High School. St. Patrick's entered 2 teams of 24 students. We were lucky enough to take out first prize! This was a wonderful achievement as there were many local schools from both the Catholic and Public Education sector represented.

At St. Patrick's we value the importance of academic success and encourage students to always try their very best. Many talented students achieved in a variety of areas during 2016.

Year 6 students competed in an Inter-School Debating Competition which was a great experience and the students showed their talent in speaking in a public forum.

Following on from this was the Public Speaking Awards Night which showcased some fantastic talent from Kindergarten right through to Year 6. The standard of public speaking skills from the students was to be commended.

We were fortunate that one of our Stage 3 students was the Regional winner in the All Saints Regional Public Speaking Competition.

Stage 3 participated in the Newcastle Permanent Maths Competition with many Credits and Distinctions being awarded to students, however one student performed at a very high level and achieved a High Distinction.

St Patrick's also participated in the Regional Gifted and Enrichment Workshops which covered all Key Learning Areas. Quite a few students attended and came back with great excitement to share their knowledge and skills with their classmates.

Many students were encouraged to enter various academic competitions that were on offer with some students being placed first and second in a range of categories. These competitions included writing and creating activities.

Cultural achievements

St. Patrick's School has always prided itself as a cultural oasis here at school, integrating as many cultural characteristics and aspects as possible here within the confines of the school and in the wider community.

St Patrick's entered school choirs, percussion and drumming bands in the local 99th Annual Abermain Eistedfodd with St. Patrick's taking out a variety of 1st, 2nd and 3rd places in a range of events. Many of our students also entered in the Public Speaking Competitions at the Abermain Eistedfodd with quite a few winners. It was a great experience for our students to show off their talents.

As always St. Patrick's children participated with great pride in cultural activities within the community such as Clean-up Australia Day and the Annual Anzac Day March. There were over 200 students represented at the March in 2016 which made us very proud.

St. Patrick's also invited the wider community to the school grounds to participate and celebrate in the bi-Annual Christmas Carols Night with Year 6 presenting the Christmas Pageant.

Students also attended 'The Blessing of the Land' ceremony held in the Pokolbin Valley. This was a community event of great significance.

Sporting achievements

The Annual Athletics Carnival was a great success with everything running smoothly on the day with 'Wattles House' being the overall winner. The Annual Swimming Carnival was also won by 'Wattles House'. In 2016 the Infants Department did not attend the Carnival but instead had their own 'Water-Fun' Day in the school grounds. However some students from Year 2 who turned eight in 2016 did attend.

The following Gala Days were attended by a large group of students:

Two Netball Gala Days (Cessnock & Maitland)

Two Rugby League Days (Cessnock & Newcastle)

One Rugby Union Day (Cessnock)

One Basketball Gala Day (Cessnock)

Primary students visited the PCYC every Friday for a Gymnastics Program.

Many students achieved at a Regional level in all sporting fields, however a number of very talented students made it through to Diocesan and Polding Level in the following: Swimming, Athletics, Cross-Country, Soccer, Rugby, Netball, Basketball. POLDING LEVEL: Athletics & Rugby League Cross Country. One student made the STATE Rugby League Team which was so inspirational for our school and made us so proud!

All students represented St. Patrick's with great pride and passion at every event.

Student Achievements

Performance in National Testing

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.

| NAPLAN RESULTS 2016 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 3 | Reading | 62.30% | 49.40% | 3.28% | 13.30% |
| | Writing | 34.43% | 48.80% | 1.64% | 8.10% |
| | Spelling | 57.38% | 46.40% | 4.92% | 14.20% |
| | Grammar | 72.13% | 52.50% | 3.28% | 11.40% |
| | Numeracy | 27.12% | 35.60% | 10.17% | 15.20% |

| NAPLAN RESULTS 2016 | | % of students in the top 3 bands | | % of students in the bottom 2 bands | |
|---------------------|----------|----------------------------------|-----------|-------------------------------------|-----------|
| | | School | Australia | School | Australia |
| Year 5 | Reading | 26.32% | 35.30% | 26.32% | 17.30% |
| | Writing | 5.13% | 17.20% | 25.64% | 19.90% |
| | Spelling | 7.69% | 29.80% | 28.21% | 19.00% |
| | Grammar | 23.08% | 36.30% | 25.64% | 16.80% |
| | Numeracy | 10.53% | 28.30% | 26.32% | 18.30% |

Staffing Profile

Staff Qualifications

| Qualifications and Experience | Number of Staff |
|---|-----------------|
| I. Teachers with teaching qualifications from a higher education institution within Australia or as recognised by National Office of Overseas Skills Recognition (NOOSR). | 23 |
| II. Teachers with qualifications from a higher education institution within Australia or as recognised by NOOSR but lacking formal teaching qualifications | 23 |

An extra Psychologist was also employed to assist in the Pastoral Care & Well Being area. Both were employed for one day a week.

Throughout 2016 St. Patrick's also employed a Speech Pathologist to assist in the Special Needs area.

Our Pastoral Care worker was also employed extra days to assist with the increasing issues facing many of our more vulnerable students.

A Religious Sister also worked at St. Patrick's during 2016 a few days a week to further assist students who were finding the challenges of school life difficult.

An extra secretary was also employed during 2016 for one day a week to help relieve some of the workload of the full-time secretary.

Our Canteen Supervisor continued working at the school during 2016 due to the difficulties in securing volunteers on a regular basis.

Workforce Composition

| Number of Staff | |
|---|----|
| Total teaching staff | 23 |
| Total non-teaching staff | 9 |
| Grand total | 32 |
| Percentage of teachers who are indigenous | 0 |

Teacher Attendance

95%

Teacher Retention

The Staff Retention Rate for the period 2016 to 2017 was 100%.

One Permanent Position was filled with our new Primary Coordinator.

Our Temporary Position which was a job share was filled with a new Staff member for 2017.

Professional Learning Undertaken

During 2016 the whole school participated in a range of Professional Development courses, workshops and inservices. The three major whole school Inservice Days included:

1. A Spiritual Day facilitated by a Sister of St. Joseph's.
2. A Trauma Training Day lead by a Psychologist from the Department of Education
3. A Whole Staff Day dedicated to Assessment Planning and Target setting.

Executive:

The Executive travelled to Sydney to attend a Conference about Primary Connections as a resource to support the Science Syllabus. The Executive then came back and briefed the Staff on the contents of the day. Implementation of this was targeted for 2017

The Executive also travelled to Melbourne to attend a conference on 'Developing Contemporary Learning Spaces'. This proved very insightful and many ideas were then considered for implementation in 2017.

Other forms of Professional Development included whole school CPR (Compression Pulmonary Resuscitation), Emergency Care, Governance & Child Protection Traing & Trauma Training.

CSO P&F Parent Liaison Person addressed the Whole Staff regarding engaging with Parents.

Professional Development Meetings were held every Wednesday afternoon from 3.15pm -4.30pm on a variety of topics. Topics/Agendas included:

- The implementation of COSI (Continuum of School Improvement)
- Inservicing on PLCs/PLTs followed by the implementation process
- Anti-Bullying briefing presented by Principal & Executive
- Programming, Assessing & Reporting conducted by Principal & Executive
- Behaviour Management presented by CSO staff
- Learning Support Issues Facilitated by school LST Team
- Mentoring & Accreditation Procedures facilitated by CSO Personnel
- Comprehension strategies revised
- Benchmarking Procedures
- NAPLAN Analysis
- ICLT up-dates and implementation by CSO personnel
- Child Protection Inservicing and up-dating
- Spiritual afternoon with CSO personnel
- Special Needs workshop conducted by CSO personnel
- Spiritual Meditation workshop carried out by CSO RE Department personnel

Parent, Student and Teacher Satisfaction

The opinions and ideas of parents, students and staff are valued and sought. Their suggestions are incorporated into planning for and achieving improved outcomes for students. This year, the School has used a variety of processes to gain information about the level of satisfaction with the School from parents, students and staff.

Parent Satisfaction

Firstly our enrolment figures continued to increase during 2016 which was encouraging. 2016 has been more of a consolidation year for St. Patrick's with a lot of money being spent with up-grades during the previous year.

Up grades to the playground areas was very pleasing as well as the installation of many exterior bubblers for the students. The new grassed area at the top of the school provided a great open space for the students to finally play soccer and football with limited interruptions. This new area for 2016 alleviated the congestion on the main playground and has also given the school a nice street view.

The Year 6 students purchased a beautiful outdoor pergola with seating, that was constructed at the top of the school. This will become a quiet spiritual space for reflection and contemplation. There is a plan also to add a statue to this area.

Student Satisfaction

The students were definitely very happy and satisfied during 2016. All the Grades were lucky enough to go on an excursion to somewhere educational and exciting. In particular, the Years 5 & 6 students had an excellent opportunity to experience THE GREAT AUSSIE BUSH CAMP. This is a camp that provides so many wonderful memories for the students. It has become like a Rite of Passage for the students, as every child seems to enjoy every aspect of the camp.

The highlight of the year for most of the students however, was the wonderful Christmas Carols Evening including an excellent Christmas Pageant hosted by the Year 6 students. The theme centred around a Nativity Play that took place in the Australian Outback. All classes participated with fabulous Christmas Carols, traditional and contemporary being sung. The night was supported by the P&F with show bags, glow sticks, raffles, food outlets and a coffee van.

The Mini Vinnies Day was also a great fundraising day for the students. They participated in a variety of fun activities to raise money for the less fortunate. The day was an unbelievable success!

Many students also participated in the Annual Abermain Eisteddfod with great success

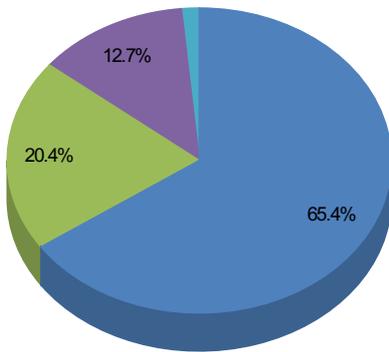
Staff Satisfaction

The satisfaction for 2016, I believe is indicated again in the high retention rate of Staff. As always the year was very busy and quite hectic at times, with the delivery of curriculum and the large number of extra-curricula activities that the school tries to provide. The staff came to together as always to support one another in a positive and very caring manner.

The demands of the Teaching Profession seem to be ever increasing and at times during 2016, the staff did find parts of school-life quite challenging. Especially, when there were family deaths, tragedies, illnesses and separations to help guide children, staff and families through. As a Staff we were especially saddened by the death of one of our long standing Josephite nuns who worked tirelessly at the school for many years. A Staff member also lost his mum and another her dad during the year. It was a difficult time for Staff, students and Parents.

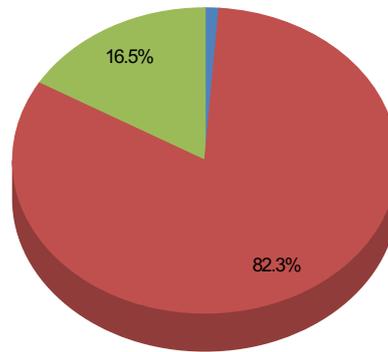
There were also some exciting times for the staff during 2016. There were many wonderful celebrations including a beautiful new baby. These occasions, as well as the successes of many of the students in so many areas of the curriculum, brought great joy and satisfaction.!

Income



- Commonwealth Recurrent Grants (65.4%)
- Government Capital Grants (0%)
- State Recurrent Grants (20.4%)
- Fees and Private Income (12.7%)
- Other Capital Income (1.5%)

Expenditure



- Capital Expenditure (1.2%)
- Salaries and Related Expenses (82.3%)
- Non-Salary Expenses (16.5%)

This School Financial Information is based on the detailed information provided to the Commonwealth Government in the Commonwealth Financial Questionnaire. School Financial Information for the 2016 year is detailed below:

| RECURRENT and CAPITAL INCOME | |
|--|--------------------|
| Commonwealth Recurrent Grants ¹ | \$2,651,228 |
| Government Capital Grants ² | \$0 |
| State Recurrent Grants ³ | \$825,439 |
| Fees and Private Income ⁴ | \$516,487 |
| Other Capital Income ⁵ | \$60,312 |
| Total Income | \$4,076,707 |

| RECURRENT and CAPITAL EXPENDITURE | |
|--|--------------------|
| Capital Expenditure ⁶ | \$44,676 |
| Salaries and Related Expenses ⁷ | \$3,100,205 |
| Non-Salary Expenses ⁸ | \$623,340 |
| Total Expenditure | \$3,768,221 |

For the 2016 year the St Patrick's Primary School received \$23,241 as Interest Subsidy. Our school community is appreciative of the support it received from the NSW State Government under the Interest Subsidy Scheme

Notes

1. Commonwealth Recurrent Grants includes recurrent per capita grants and special purpose grants.
2. Government Capital Grants includes all capital grants received from the Commonwealth and State Governments.

3. State Recurrent Grants includes recurrent grants per capita, special purpose grants and interest subsidy grants.
4. Fees and Private Income include Archdiocesan and school based fees, excursions and other private income.
5. Other Capital Income includes building levy fees and capital donations used to fund Capital Expenditure.
6. Capital Expenditure includes expenditure on School Buildings, and Furniture and Equipment.
7. Salaries and Related Expenditure includes all salaries, allowances and related expenses such as superannuation and workers compensation insurance.
8. Non-Salary Expenses include all other Non-Salary Recurrent Expenditure covering resources, administration, operational expenses, utilities, repairs and maintenance.

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 Teaching and Educational Standards NSW, 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:

Mr Latham Andrew

St Patrick's Primary School

CESSNOCK

Phone: 4990 3152

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