



St Patrick's Catholic Primary School East Gosford

2010 Annual Report



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1. Message from Our School Community

1.1 Message from the Principal

Diverse curricula activities initiated by a caring and dedicated team of professionals, well-maintained grounds and facilities and parental involvement combine to offer excellent learning opportunities at St Patrick's Catholic Primary School East Gosford. St Patrick's is blessed with a dedicated and caring staff who have created a loving Christian environment that is the essence of all we do. St Patrick's is a place where disciples of Jesus are formed and nurtured to achieve excellence in order to make a difference in the world.

1.2 Message from the Parent Body

Commenting as the President of the P&F at St Patrick's it is evident that there is a strong commitment to the partnership between parents and the school. Parents are involved at all levels of school life from the classroom to the P&F. The P&F is a valuable forum where parents are able to express concerns or present ideas that influence activity at the school. Recent discussions have included playground activities/equipment, mothers day stall merchandise and a review of end of year activities. The P&F contributes financially to many requests for the improvement and purchase of equipment for the school.

1.3 Message from the Student Body

As school captains for 2011 we are very aware of the learning opportunities available at St Patrick's School. The learning environment promotes participation and opportunities in all of the Key Learning Areas, encouraging all students to display their talents. e.g. sporting representation, creative arts competitions, public speaking competition, choir and choral festivals, Maths Olympiad and St Edwards' mentoring program for gifted mathematicians.

Mini Vinnies and the Student Representative Council (SRC) are two student groups that discuss social justice issues and suggestions made by the student body. They are involved in fund raising activities and present to the school staff ways to improve the school environment.

All the students in Year 6 are encouraged to take on leadership roles. The peer support program and being role models for their kinder buddies are examples of the expectations made upon Year 6. The school captains are expected to lead school assemblies and to represent the school at events within and outside the school. These opportunities give us skills for life and we are grateful for them.



School Captains



Sports Captains



Student Representative Council



2. School Profile

2.1 Student Profile

The following information describes the student profile for 2010:

Girls	Boys	LBOTE*	Indigenous	Total
162	175	23	3	337

*Language background other than English

2.2 Enrolment Policy

The Diocese of Broken Bay has established an [Enrolment Policy](#)[†] which is implemented by all systemic schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

[†]Copies of this policy and other policies in this report may be obtained from the Catholic Schools Office website at: <http://www.csodbb.catholic.edu.au/about/index.html> or by contacting the Catholic Schools Office.

2.3 Staff Profile

The NSW government requires that this report detail the number of teachers in each of the following categories:

- a) have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- b) have qualifications as a graduate from a higher education institution within Australia or one recognised within the AEI-NOOSR guidelines but lack formal teacher education qualifications
- c) do not have qualifications as described in (a) or (b) but have relevant successful teaching experience or appropriate knowledge relevant to the teaching context. Such teachers must have been employed:
 - to 'teach' in NSW before 1 October 2004 (either on a permanent, casual or temporary basis), and
 - as a 'teacher' during the last five (5) years in a permanent, casual or temporary capacity.

a	b	c	Total
20	0	0	20

Further information about the staff profile can be found in the School Facts section of the school's profile page on the *My School* website.

2.4 Teacher Attendance and Retention Rates

The average teacher attendance rate during 2010 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2009 to 2010 was 100%.

2.5 Teacher Satisfaction

In 2010 teachers were extremely pleased with the new facilities afforded us through the BER project which improved and consolidated the learning environment. There were various professional learning opportunities ranging from Information, Communications and Learning Technologies (ICLT) to Seasons For Growth to Mathematics. Professional Learning Teams continued, with each team choosing their own focus for learning. Successful community celebrations included our 50th



anniversary celebrations, an Easter ceremony led by a prominent singer/songwriter, our parish school Dinner Dance and Family Fun Days, our End of Year Concert and our Culture Day which was the culmination of a term's work on studying various world cultures.

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	95
2	94
3	91
4	93
5	95
6	95

The average student attendance rate for 2010 was 94%.

Management of non-attendance: In order for students to reach their full potential it is of paramount importance that they attend school regularly. While it is the parents' legal responsibility under the Education Act to ensure that their children attend school regularly, our staff as part of their duty of care, monitor all absences and work in partnership with parents to support and promote the regular attendance of students. In doing so the school, under the leadership of the Principal:

- provides a caring environment which fosters in students, a sense of wellbeing and belonging
- maintains accurate records of student attendance
- implements policies and procedures to monitor student attendance and to address non-attendance issues as and when they arise
- communicates to parents and students, the school's expectations with regard to student attendance and the consequences of not meeting these expectations
- recognises and rewards excellent and improved student attendance.

School attendance records also contain information regarding student absences including reasons for absence and documentation to substantiate reasons for absences. Teachers are required to monitor non attendance diligently on a student by student basis and to bring to the attention of the Principal immediately any unexplained absences, non attendance of a chronic nature, or reasons for non attendance that cause concern. Matters of concern are referred to the Principal, the Catholic Schools Office and the relevant Department of Education and Training officer where appropriate.

Where a student is not able to attend school for a prolonged period of time due to a medical condition or illness, the school in collaboration with parents provides resources to contribute to the student's continuum of learning where possible.



The Catholic Schools Office (CSO) monitors each school's compliance with student attendance and management of non attendance on an annual basis as a minimum, as part of the system's School Review and Development processes.

2.7 Student Satisfaction

School Captains commenting on 2010:

We had a Leadership Camp at Challenge Ranch Somersby and we found out what makes a good leader. We also took part in fun activities like the flying fox and abseiling.

Our brand new hall, Library and Resource Centre (LARC), music room and art room were completed. We use the hall all of the time and the LARC even has an Interactive Whiteboard that we use during lessons.

Our teachers are really kind and they always listen to us.

We were given more computer time and had tasks to complete that were set by our teachers. Lots of students were able to take part in "Come on Kids" which is a maths program that helps us with our maths problem solving.

Our school concert was really fun and we were able to perform in front of our parents and grandparents at St Edward's hall. Our teachers also performed which was very funny!

We have new soccer nets and a roster which means we are all able to take turns to play soccer on the big soccer court.

We have Positive Behaviour for Learning (PBL) cards and receive awards for getting stickers for following our school rules as well as reward time.

We had "Sports in Schools" which was really fun because they brought lots of interesting games and equipment to use to help us have fun and keep fit.

We had a country study where each grade studied a different culture. At the end of the term we had a culture day where everyone dressed up and cooked food from that culture. It was great fun and we learnt a lot too.





3. Catholic Life and Mission

3.1 Catholic Heritage

St Patrick's continues a proud history of providing quality Catholic education in Gosford and its surrounding areas. This dates back to 1910 when the Sisters of St. Joseph established the school as Our Lady of the Rosary Catholic School Gosford, making it the oldest Catholic primary school on the Central Coast. The school was established on its present site by the Sisters in 1960. In 1967 St Patrick's became a primary school catering only for K to 6 students. At St Patrick's, Catholic Discipleship is promoted by providing a distinctively Catholic school where Christ's Gospel message is witnessed; acknowledging our faith identity as part of the Broken Bay Diocese and wider Catholic church; and imparting knowledge and understanding of Catholic history, traditions and rituals in our contemporary setting. In 2010 the school community of St. Patrick's celebrated its 50th year as a school that provides quality Catholic education with a special mass celebrated by the Bishop. This mass was followed with a special school history display in the school's new Learning and Research Centre and various games and activities for the students.

3.2 Religious Life of the School

St Patrick's has a strong religious dimension that is evident throughout the school. Children are exposed to a rich variety of liturgical experiences and have daily exposure to Gospel values through all Key Learning Areas and interaction with staff and parents.



Each term a liturgical calendar reflects the involvement of children in whole school Masses, liturgical celebrations and special feast days. Children in Years 3 to 6 celebrate Reconciliation once a term. The sacraments of Reconciliation, Confirmation and Eucharist are received by children from Years 2 to 6. In 2010, we continued the sacramental enrichment days before the children received each sacrament. This again was very well received by both our own children and parents and those from the other local non-Catholic schools who were invited to join us. The school supported the local St Vincent de Paul chapter by holding Mini-Vinnies meetings and collecting items for the Winter Appeal.

During 2010 the children and staff have been enriched by a wide variety of prayer experiences. Each Friday morning, the school staff gathers to participate in communal prayer. Each class has prayer during the day at regular intervals, both formally and informally, and have prayer tables that display the colours and symbols of the liturgical seasons throughout the church year. Weekly assemblies are held and begin with the St Patrick's school prayer. Prayer assemblies have been held for Lent, ANZAC Day, Remembrance Day, Advent and Mission Week. Feast Days and special seasons are celebrated through Masses and liturgies. In particular, the school's patron Saint – Patrick, was commemorated with a special Mass on his feast day, 17 March. In 2010, a special Family Fun Day was held at St. Francis of Assisi Centre at Somersby on Sunday 14 March to also mark celebrations for St. Patrick.

A modern Catholic singer/ songwriter was employed for a day to share his faith with the students through fun and music. He worked with each grade on a different part of the Easter story and then joined in with the students of St. Patricks in presenting the Easter story to the whole school community on Holy Thursday.



3.3 Catholic Worldview

St Patrick's Catholic School has a particular focus or emphasis on presenting quality education as an expression of the Catholic Worldview. We therefore seek to offer opportunities to apply that worldview to all aspects of school life and those outside the school. The Catholic Worldview is evident within the school's key learning areas and policies. Each week the newsletter includes a reflection on the week's Gospel providing a Catholic worldview perspective and an outline of upcoming liturgical events.

Throughout the year St Patrick's was involved in a variety of social justice initiatives. We have had a variety of collections for Project Compassion and St Vincent de Paul. The children were actively involved in Mission Week activities with money raised going to the Salvatorian project in the Philippines.

3.4 Professional Learning in Catholic Life and Mission

The Diocese of Broken Bay has established a policy on the [Professional Requirements for the Accreditation of Teachers of Religious Education](#) which is implemented by all systemic schools in the Diocese.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies which are implemented by all schools in the Diocese.

The implementation of these policies is monitored by the Catholic Schools Office.

4.2 School Implementation of Diocesan Policy

Derived from the diocesan policies, St Patrick's Catholic School has developed a Pastoral Care Policy and Support Document and an Anti-bullying Policy in consultation with the school community. The implementation of the pastoral care policies promotes the ongoing formation of students in self-discipline, responsibility and faith. In 2009, a Behaviour Management system was implemented called Positive Behaviour for Learning (PBL). This approach has a strong emphasis on teaching appropriate behaviours and providing systems of support to bring about these positive behaviours. This approach is strongly supported by the Catholic Schools Office (CSO).

4.3 Pastoral Care of Families

Many support structures exist for families within the St Patrick's school community. The class teachers, Learning Support Team, Assistant Principal, Religious Education Coordinator and the Principal all work closely with parents during the year to provide whatever support is required in relation to issues concerning each child and their family. Where necessary, families were referred to the school counsellor and, where needed, to local health and counselling agencies for professional support.

4.4 Resolving Issues

The Diocese of Broken Bay has established a [Complaints Handling Policy](#) which is implemented by all schools in the Diocese.

The implementation of this policy is monitored by the Catholic Schools Office.

4.5 Occupational Health and Safety

Each school is required to implement and comply with the Diocesan School System Occupational Health and Safety Management System (OHSMS). This system reflects the current statutory requirements for OHS and complies with the Australian Standard for OHS Management Systems. The OHSMS adopted by the CSO for Broken Bay Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a 'safe and supportive' environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.



Principals, in consultation with the relevant CSO personnel, are responsible for monitoring the school's compliance with OHS legislation and for the implementation of the management system in keeping with the Catholic Schools Office's Annual OHS Plan. External OHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.



5. Excellence in Teaching and Learning

5.1 Quality Teaching and Learning

In 2010 a variety of initiatives were undertaken to address the needs of the students, particularly in the area of numeracy: The school leadership prioritised numeracy in the school and were involved by leading, resourcing, modelling the learning and classroom practice.

All teachers were trained to use diagnostic interviews on their students so as to inform their teaching by being able to group students according to their point of need in the number strand.

Intervention groups in numeracy were established and assisted teachers to meet specific needs of students which resulted in improving the confidence of these students to participate more willingly in class lessons.

An extension program in numeracy was also established for students in Stages 2 and 3 which allowed selected children to spend time problem solving, accessing great Numeracy websites and extending their experiences beyond the classroom.

In literacy, daily reading groups were set up in Stage 2 to allow for more effective intervention to take place in the areas of accuracy, fluency and comprehension. Base line data was collected then compared with data gathered after intervention. All teachers were pleased with the progress displayed by students.



5.2 Student Achievement

Students in Years 3 and 5 sat the *National Assessment Program - Literacy and Numeracy* (NAPLAN) in May this year. NAPLAN assessment results provide valuable information about student achievements in literacy and numeracy. Analysis of these results assists school planning and is used to support teaching and learning programs.

Several points should be noted:

- **In Year 3**, students placed in Band 1 are achieving below the national minimum standard. Students in Band 2 are achieving at the national minimum standard. Students in Bands 3 – 6 are performing at a standard deemed to be above the national minimum standard. Students in Bands 5 and 6 are “at proficiency”.
- **In Year 5** students in Band 3 are achieving below the national minimum standard. Students in Band 4 are achieving at the national minimum standard. Students in Bands 5 – 8 are performing above the national minimum standard. Students in Bands 7 and 8 are “at proficiency”.
- Students who were exempted from any test were deemed not to have met the national minimum standard in that test area and are not included in band distributions.
- State data for band distributions is sourced from the School Measurement and Reporting Toolkit (SMART), developed by NSW Department of Education and Training. All national data and state figures for the percentage at or above national minimum are sourced from the NAPLAN summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART.
- In the 2010 cohort, there were 49 students in Year 3 and 48 students in Year 5.



Detail on school performance is provided in the following tables. Band distributions and percentages of students achieving at or above the national minimum standard are shown separately for Years 3 and 5. Additional information can also be accessed from the *My School* website (<http://www.myschool.edu.au/>).

Band Distributions (%) – Year 3

		Band 1	Band 2	Band 3	Band 4	Band 5	Band 6 (+)	% at or above national minimum
Reading	State	4	10	15	24	20	28	95
	National	4	10	17	23	22	22	94
	School	6	10	18	16	20	29	94
Writing	State	2	4	11	27	31	25	97
	National	2	5	13	30	30	17	96
	School	4	6	14	39	22	14	100
Spelling	State	4	9	18	24	25	21	94
	National	7	10	18	24	22	16	91
	School	6	10	14	29	27	14	94
Gr. & Punct.	State	6	9	13	19	25	29	94
	National	6	9	15	21	22	25	92
	School	6	10	12	27	27	18	94
Numeracy	State	3	12	24	22	23	15	95
	National	4	11	23	28	20	12	94
	School	2	14	20	20	29	14	98

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7	13	24	22	16	17	93
	National	7	14	23	25	18	10	91
	School	6	17	25	23	10	19	94
Writing	State	4	9	21	38	17	10	95
	National	5	11	27	31	17	7	93
	School	0	6	25	50	15	4	100
Spelling	State	5	11	22	27	24	12	94
	National	6	12	24	28	19	8	92
	School	6	8	27	35	21	2	94
Gr. & Punct.	State	6	11	20	18	28	17	94
	National	6	11	20	26	21	14	92
	School	10	8	25	25	29	2	90
Numeracy	State	4	12	27	25	18	14	95
	National	5	13	26	28	17	9	94
	School	0	21	17	33	19	10	100

It is pleasing to note that both Year 3 and Year 5 are above national and state minimum in Writing and Numeracy. Reading, Spelling and Grammar and Punctuation will be areas for further development in 2011.

For the first time, NAPLAN data is available to study the progress of cohorts of children from Year 3 to Year 5. Data collated from the SMART website allows us the opportunity to study differences amongst schools in supporting the progress of specific cohorts of children through school. St Patrick's has been extremely successful in putting programs in place to grow our students from Year 3 to Year 5, placing our mean effect size (growth) higher than the mean of all NSW schools



and our Broken Bay Diocesan schools, in all areas but one. This is particularly pleasing to us in the area of numeracy (our biggest growth) which has been our particular curriculum focus for the last two years. We also acknowledge that more emphasis needs to be placed on grammar and punctuation.

5.3 Extra Curricula Activities

Students were given the opportunity to participate in choir, private music lessons (keyboard and guitar), chess and board games, Reach for the Stars after school sport program, various inter-school and diocesan sporting events, surf safety days at Terrigal Beach for all primary children, National Young Leaders Day and the Peer Support program. Children in Year 1 and 2 also took part in a two week intensive swimming program.

5.4 Professional Learning

This year, Staff Development days were dedicated to staff spirituality, Maths, Information, Communications and Learning Technologies (ICLT) and curriculum planning. Professional learning teams were continued in the area of Curriculum - Teaching and Learning. Staff meeting time was given over to these stage teams to develop their own particular projects in areas identified as most pressing to each stage. Topics on Literacy, ICLT and Numeracy were the main focus for these teams.

As numeracy was a major focus for St Patrick's this year, there were many staff meetings devoted to diagnostic interviews, growth points, differentiation, point of need lessons and resourcing. The Principal and Assistant Principal attended the ACEL Maths Conference in Melbourne which contributed to them leading conversations and professional development about best practice in Maths. The Assistant Principal attended the Raising Achievement in Numeracy (RAiN) project meetings to gain further professional development in this area and visited several schools also undertaking projects in numeracy.

One staff member continued with study for a Master of Educational Leadership.



6. Strategic Initiatives

6.1 2010 Priorities and Achievements

The 2010 priorities, named in the 2009 annual report, were addressed as follows:

We continued to review current practices of learning and teaching by tracking and analysing assessment data such as NAPLAN, Progressive Achievement Tests (PAT), in Maths, Diagnostic interviews, PAT vocabulary, PAT comprehension and other data collection sources to ensure teachers have up to date, current information about their students in order to program and teach at students point of need, so that all students can experience success, especially in Numeracy.

Professional Learning Teams continued to build staff's professional knowledge and experience to improve learning gains for our students. Each stage chose their own area of development and these mainly consisted of Numeracy, Literacy and ICLT. These Professional Learning Teams provide the opportunity for teachers to professionally dialogue, research and implement a variety of new learning strategies.

ICLT was another major focus with the infant classes being equipped with data projectors, screens and speakers and an interactive whiteboard installed in the new Learning and Resource Centre. We utilised all the new technology to enhance the learning and teaching through more effective use of CEnet, especially myclasses, learning objects and emerging technologies.

A major focus and source of celebration in 2010 was the school's centenary of Catholic education in Gosford and 50 years of Catholic education on this site for St Patrick's. We utilised this opportunity to promote/celebrate quality Catholic education and to strengthen the partnership between school, parish and community.

2010 was an extremely busy year with the funding from the Federal Government allowing us to make improvements to our school facilities that could never have been imagined.

We now have a dynamic and contemporary facility. On the ground floor we have a multi-purpose hall, housing a modern kitchen, and storage areas, with upgraded toilet facilities adjacent. Above is our spacious Learning and Resource Centre, which is equipped with an interactive whiteboard and a bank of laptop computers which sets the foundation for exciting contemporary learning. This too is a multi purpose area, already being used in a variety of ways by class groups, whole grade cohorts, special student research groups and for staff and parish meetings.

In addition to these brand new facilities, the P21 funding allowed us to make better use of the old hall area. This area, located under the present Year 3 classrooms, has now been converted into a music room, an art room and a staff room. The addition of these facilities has provided a more complete and extensive learning environment.

On top of all of this, under the PRIDE funding for maintenance, we were able to give the infants classrooms a face lift with each class receiving front runner, new sinks, new lights and painting. On the primary campus we were able to repair gutters and down pipes which were rusted through, clear drains, install new ceilings into the Year 6 classrooms, paint the Year 3 ceilings and most





significantly replace an old wooden wall on our front playground with a modern safe block retaining wall which is home to a beautiful mural depicting the story of our school and makes for a far more welcoming and professional entrance to our primary campus.

All this has improved and consolidated the learning environment of the school immeasurably, provided a huge morale boost to the school's teaching staff, student and parent bodies and has proven a great benefit not only to the school, but to the parish of St. Patrick's and to the wider community.

6.2 2011 Priorities and Challenges

The following goals have been identified for our School Improvement Plan 2011

Teaching and Learning

- Improve student achievement and achieve consistent learning growth for all students, particularly in number

Catholic Life & Mission

- Work with the parish in a strategic focussed manner to have an aligned and balanced partnership

Pastoral Care

- Improve resilience and well being of students



7. Parent Participation

7.1 Introduction

Parental participation is essential to the effective functioning of any school. St Patrick's encourages parental involvement with the P&F and its activities such as the running of the dual campus canteen, mother's day stall and Kindergarten orientation. Informally parents have been involved in classrooms, water fun day, teacher day celebrations and welcoming morning teas. The link between parent, school and parish is demonstrated with regular family masses where children from the school take responsibility for some of the mass celebrations.

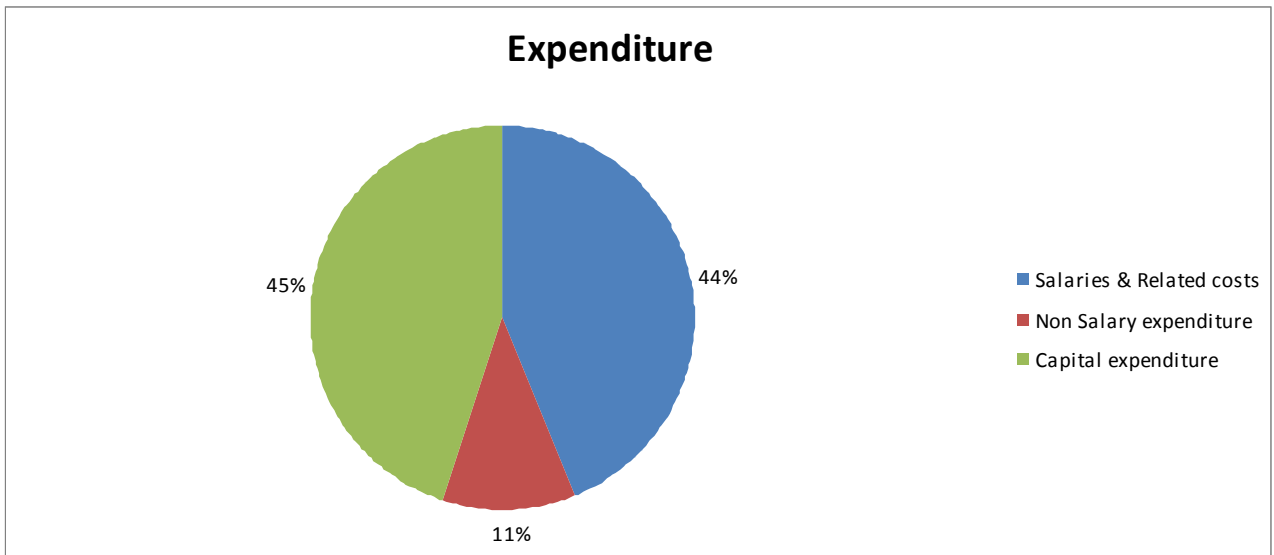
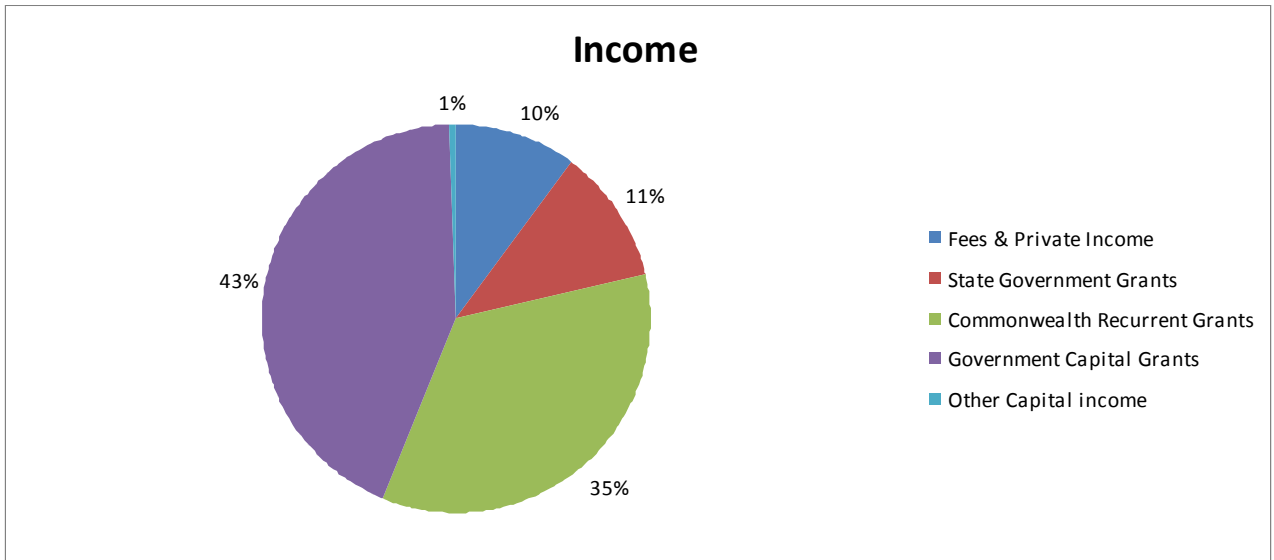
7.2 Parent Satisfaction

Feedback is encouraged via the P&F or direct contact with any of the Leadership Team. The views of parents are sought on a regular basis for example recent discussions regarding the school uniform have led to a feedback form being made available in the newsletter. Communication processes are numerous including the school newsletter, the availability of the P&F minutes and information about the school on the school's website.



8. Financial Report

Consistent with Board of Studies requirements, financial income and expenditure for this school is shown in the graphs below. More detailed financial data is available on the "myschool" website at <http://www.myschool.edu.au>. Diocesan system financial reporting is found in the Diocese of Broken Bay Catholic Schools Office Annual Report at <http://www.csodbb.catholic.edu.au/resources/annrep.html>



The contents of this annual report have been validated by the School's consultant, Frances Reynolds.