



# St Patrick's Catholic Primary School East Gosford

## 2011 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. 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 School 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

St Patrick's continues its strong relationship between children, teachers and parents with the many and varied activities in which parents can participate.

In-class assistance is strong and loved by the children and parents alike, whilst canteen, sporting events, our annual dinner dance, school discos, end of year concert and assemblies are abundant with parental attendance.

The canteen, kept afloat by many volunteers, has returned a healthy profit again this year, donating to the P&F to assist in the purchase of more home readers for the children and also contribute toward the refurbishment of some of our Primary school classrooms with new carpet and painting.

Coles Sports in schools and the Woolworths program response grew with pleasing results for more new sporting equipment for the school.

#### Vice President P&F

### 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. This 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's mentoring program for gifted mathematicians.

Being in Year 6 in 2011 means that we are now given the opportunity to be student leaders of the school. This means that we are challenged to work on our leadership skills and to step up and set good examples for the rest of the school. The Peer Support program and Kinder buddies are ways that promote and support us in our leadership roles, giving us life long skills.





## 2. School Profile

### 2.1 Student Profile

The following information describes the student profile for 2011:

Girls	Boys	LBOTE*	Indigenous	Total
170	177	87	4	347

\*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:

- have teaching qualifications from a higher education institution within Australia or as recognised within the National Office of Overseas Skills Recognition (AEI-NOOSR) guidelines
- 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
- 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 2011 was 93%. This figure does not include teachers on planned leave.

The teacher retention rate from 2010 to 2011 was 100%.

### 2.5 Teacher Satisfaction

The staff of St Patrick's are satisfied and grateful for: -

- Time given to and for professional development.
- Pastoral Care shown from Leadership team.
- General class support they receive from Leadership team.



- The community feel of the school.
- The Leadership team contributing to playground duties e.g. The park, bus duties.
- Support and assistance given by the Learning Support team.
- Time given for extra class assessment, e.g. clinical interviews.
- Support shown by Leadership team when teachers are dealing with parent issues.

## 2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	94
1	96
2	93
3	94
4	94
5	93
6	96

The average student attendance rate for 2011 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 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

We are very aware of all the opportunities our school offers us to enhance our learning in all the Key Learning Areas. Activities such as public speaking, Maths Olympiad, choir and choral festivals and sporting representation allow many students to display their talents both individually and as a team.

Social Justice is prominent at St Patricks with groups such as Minnie Vinnies involved in fund raising activities to build awareness of the needs of the wider community. The Student representative Council is another group elected by our peers which discusses ways to improve our school community.





### 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.

#### 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 2011, 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 2011 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, the 17th of March.





### 3.3 Catholic Worldview

St Patrick's Catholic Primary School aims to present quality education as an expression of the Catholic Worldview. We therefore seek to offer opportunities to apply that worldview to all aspects of life both within and 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.

Two teachers are currently undertaking a Masters in Religious Education.





## **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 Primary 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 policy 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. In 2011 KidsMatter, an Australian Primary Schools Mental Health initiative, was adopted to improve the mental health and wellbeing of our students. Both these approaches are strongly supported by the Catholic Schools Office.

### **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 Co-ordinator, Parish Priest and the Principal all work closely with parents during the year to provide appropriate support for 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. Our Care Group provides meals and support for families in times of crisis.

### **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 2011 the school focused on addressing the learning needs of the students, particularly in the area of Literacy and Numeracy. The school leadership prioritised Literacy and Numeracy in the school and were involved in leading professional development, resourcing these areas and modelling the classroom practice.

All teachers used the Numeracy diagnostic interviews with 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 Stage 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, the school focused on the daily Literacy block, in particular the components of shared reading, explicit teaching and small group instruction followed by independent taskboard tasks. The school believes it is important that we have a consistent practice across the literacy block so students know their learning expectations and routines, no matter in which class they are. The school had a major focus on teaching Reading, in particular, guided and reciprocal reading sessions. The Kinder to Year 2 staff developed a data wall to track the reading levels of their students across the infant grades and found it created a professional dialogue that assisted teachers in sharing Reading strategies and programs that in turn had a marked improvement on the reading levels of their 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 (SMART2), 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 preliminary summary report published by the Ministerial Council for Education, Early Childhood Development and Youth Affairs (MCEECDYA). All school data is sourced from SMART2. Because figures are rounded and exempted students are not included in Band distributions, percentages may not add up to 100.

- In the 2011 cohort, there were 40 students in Year 3 and 52 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	3.7	10.5	18.2	21.2	17.5	29.0	95.4
	National	4.1	10.4	17.3	21.2	20.8	24.2	93.9
	School	2.8	5.6	8.3	27.8	27.8	27.8	97
Writing	State	2.0	4.0	12.4	20.7	43.0	17.8	96.4
	National	3.0	5.3	14.5	29.1	30.2	15.9	95.0
	School	0.0	2.8	8.3	13.9	58.3	16.7	100
Spelling	State	3.6	6.9	18.3	20.6	25.9	24.6	94.6
	National	5.2	9.7	17.7	24.7	22.6	18.1	92.8
	School	2.8	2.8	13.9	33.3	25.0	22.2	97
Gr. & Punct.	State	4.5	6.7	15.1	24.2	21.9	27.6	94.6
	National	5.0	8.8	15.0	21.0	21.6	26.7	93.0
	School	0.0	8.3	8.3	25.0	27.8	30.6	100
Numeracy	State	2.8	11.8	19.7	26.5	21.5	17.6	96.7
	National	2.4	11.4	23.8	27.3	19.9	13.3	95.7
	School	2.8	5.6	11.1	38.9	25.0	16.7	97

## Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.2	11.0	26.0	21.0	19.2	15.6	93.1
	National	6.7	13.8	23.2	25.7	18.1	10.7	91.5
	School	6.0	6.0	24.0	34.0	20.0	10.0	94
Writing	State	4.5	7.2	30.9	30.7	17.4	9.3	94.8
	National	6.0	11.9	26.5	30.7	16.3	6.6	92.1
	School	2.0	5.9	29.4	43.1	13.7	5.9	98
Spelling	State	4.8	8.9	24.4	26.8	21.6	13.6	93.8
	National	6.8	12.7	24.7	28.0	17.9	8.1	91.3
	School	3.9	5.9	25.5	33.3	15.7	15.7	96
Gr. & Punct.	State	6.5	8.7	20.7	23.0	24.8	16.3	93.5
	National	6.3	11.0	20.5	25.3	20.1	15.0	91.9
	School	5.9	2.0	15.7	21.6	33.3	21.6	94
Numeracy	State	4.1	9.8	27.7	29.3	13.7	15.4	95.4
	National	3.8	13.5	27.8	28.2	16.1	8.8	94.4
	School	2.0	8.0	30.0	36.0	18.0	6.0	98

It is pleasing to note the school has a higher percentage of children above the national benchmark than both the state and national percentages. It is promising to note also that in every area in both Years 3 and 5 we have a lower number of children in the lowest two bands than state and national which indicates our intervention programs are having a positive effect. Similarly, when looking at the top end Year 3 had more students in the top 2 bands than state or national in Reading, Writing, Grammar and Punctuation and Numeracy and Year 5 had more students in the top 2 bands than state and national in the area of Grammar and Punctuation. Further improvement is targeted in Year 5 in the areas of reading and numeracy in particular.



### 5.3 Extra Curricula Activities

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

### 5.4 Professional Learning

This year, Staff Development days were dedicated to staff spirituality, Maths, Kids-Matter and the Leading Learning Agenda. The school's leadership team participated in the Leading Learning Forums that are part of a two year programme between the Diocese of Broken Bay and the University of Auckland. The first forum identified leadership practices that impact on student outcomes, looking at the Teacher Inquiry and Knowledge Building Cycle.

Our Kindergarten teachers participated in training to administer the Best Start diagnostic assessment for Kindergarten children. This assessment provided the opportunity for the Kinder teachers to individually observe the children completing a range of specially designed tasks that will guide their planning for Literacy and Numeracy in 2012.

As Literacy and Numeracy were a major focus for St Patrick's this year, there were many staff meetings devoted to teaching Reading, small group instruction, differentiation, growth points in Numeracy, point of need lessons and resourcing both learning areas.

One staff member completed a Masters study in the area of Educational Leadership. One staff member commenced a Masters of Theology and another started a Masters of Religious Education.





## 6. Strategic Initiatives

### 6.1 2011 Priorities and Achievements

The 2011 priorities, named in the 2010 annual report, were addressed as follows:

*Teaching and Learning: Improve student achievement and achieve consistent learning growth for all students, particularly in number.*

We continued to discern best practice in teaching and learning whereby all teachers administered the Numeracy diagnostic interviews with 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.



*Pastoral Care: Improve the resilience and well being of students.*

Staff undertook training in the first component, A Positive School Community, in "Kids-Matter" which is a national mental health initiative. This first component emphasised that a positive school community helps children feel that school is a safe place where their needs can be met. Positive relationships at school enable children and families to feel that school is a place where they feel welcome, where they will be listened to and where they can contribute.

*Catholic Life & Mission: Work with the parish in a strategic focused manner to have an aligned and balanced partnership*

Many joint projects were undertaken between school and parish including monthly family masses, family fun days, the sacramental program and Kindergarten enrolment interviews.

### 6.2 2012 Priorities and Challenges

The following goals have been identified for our School Improvement Plan 2012:

**Catholic Life & Mission:** Bring children to a closer relationship with Jesus through prayer with a focus on the 'Examen'.

**Teaching and Learning:** Continue to embed best practice in Numeracy, particularly number, through the implementation of the EMU (Extending Mathematical Understanding) project.

Continue to embed best practice in Literacy with a focus on Reading (fluency, expression, accuracy, comprehension).

**Pastoral Care:** Continue to improve the resilience and well being of students through the implementation of 'Kids-Matter'.





## **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, Mothers day stall and Kinder 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**

There have been no major issues raised for discussion of improvements outside of the onward looking capital works program to improve the playground and air conditioning at St Patrick's. Feedback has been positive with the new uniform transition being quite successful, the new Hall is being well utilised and enjoyed for many of the school's events, and the school's visual appearance has been lifted with many improvements.

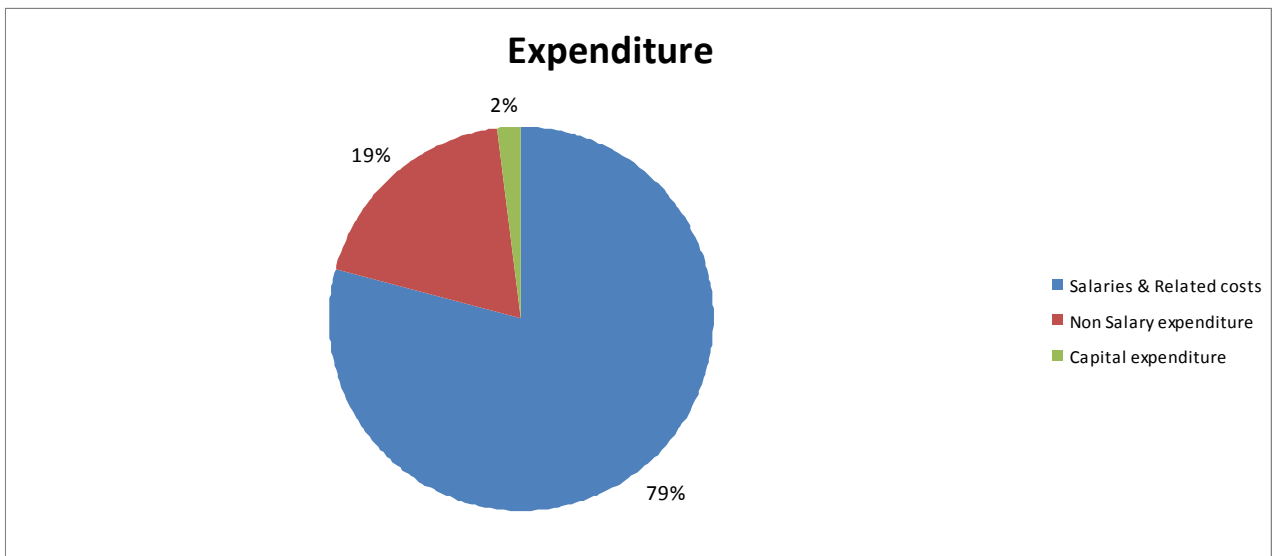
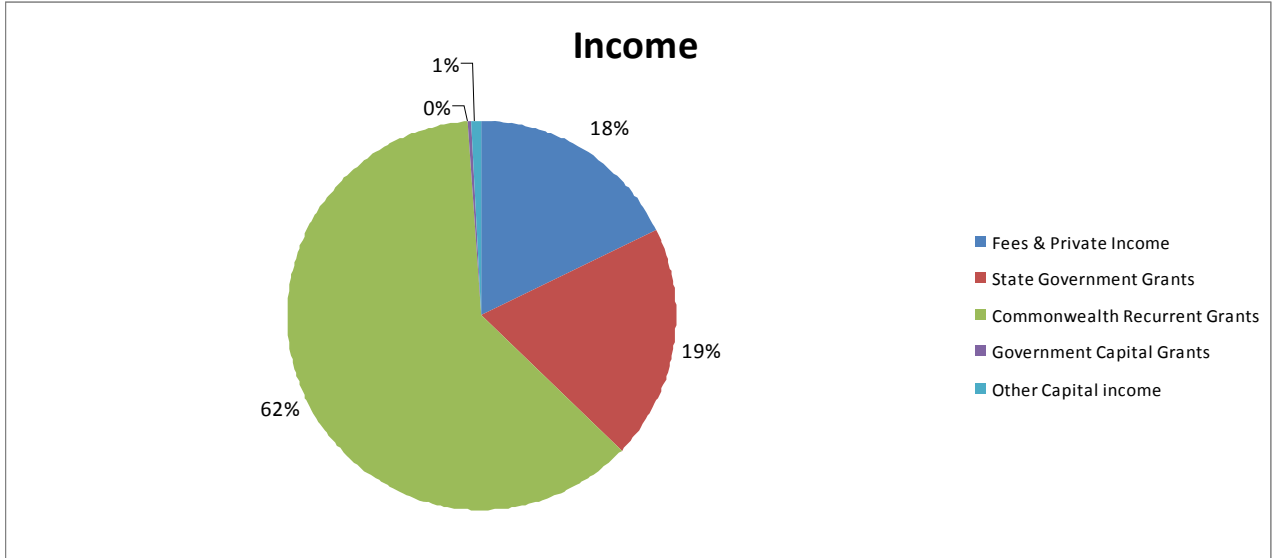
The parent feedback regarding the renewal of employment contracts for the Principal, Assistant Principal and REC was not only positive but unanimous.

New faces are constantly encouraged to attend P&F and functions and to actively contribute and become involved.



## 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.