



St Patrick's Catholic Primary School East Gosford

2012 Annual Report



Principal: Mrs Nicole Cumming

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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 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 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 and trivia night, school discos, end of year concert and assemblies are abundant with parental attendance. The P&F assisted in the purchase of more home readers for the children; fifteen keyboards for the music room and updating computers. Coles Sports in schools and the Woolworths program's response grew with pleasing results for more new sporting equipment and Maths and English resources for the school.

Vice President P&F

1.3 Message from the Student Body

As school captains for 2012 we are very aware of the learning opportunities available at St Patrick's School. Our 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 student leaders of the school we are encouraged to develop 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 2012:

Girls	Boys	LBOTE*	Indigenous	Total
174	185	85	8	359

*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
25	0	0	25

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 2012 was 94%. This figure does not include teachers on planned leave.

The teacher retention rate from 2011 to 2012 was 96%.



2.5 Teacher Satisfaction

Staff were asked to provide open responses to the most valued aspects of St Patrick's. The most frequently nominated aspects are:

Staff
Support from my colleagues
Great leadership team
An inclusive community
Being valued
Committed, professional teachers

2.6 Student Attendance and Retention Rates

Year	Average student attendance rate (%)
K	93%
1	92%
2	89%
3	96%
4	95%
5	92%
6	95%

The average student attendance rate for 2012 was 93%.

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; and
- 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 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 2012, 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 2012 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 and Jesus' father St Joseph, were commemorated with a special Mass on St Joseph's feast day, the 19th of March.



In 2012 the school introduced a special prayer practice called the "Examen". Each day at a set time the students have been given the opportunity to pray about and reflect upon on their day using a simplified form of spiritual examination as practiced by St Ignatius of Loyola.



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 an [Accreditation Policy for Staff in the Diocesan School System in respect to the Mission of the Church](#) which is implemented by all systemic schools in the Diocese.

Three teachers are currently undertaking a Masters in Religious Education, in addition to the school's program of staff spirituality and professional learning opportunities.



4. Pastoral Care

4.1 Diocesan Policies

The Diocese of Broken Bay has established [Pastoral Care](#) and [Student Discipline](#) Policies including Student Welfare and Anti-Bullying, 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 Framework 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 2012 the school continued to focus on addressing the learning needs of the students, particularly in the areas of Reading and Number. The school leadership team was involved in leading professional development, resourcing these areas and modelling classroom practice.

All teachers conducted a Mathematical Assessment Interview (MAI) on their students to identify their mathematical understanding in number, and hence their point of need. This informed the grouping of students and their subsequent teaching and improved the students' learning.

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 expand their understanding and mathematical skills by spending time problem solving with peers of similar ability.

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. Data walls were displayed to track the reading levels of the students across the school. This 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 Summary Report (Preliminary Results for Achievement) published by the Australian Curriculum, Assessment and Reporting Authority (ACARA).



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 2012 cohort, there were 55 students in Year 3 and 54 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 *MySchool* 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	3.5	10.1	15.6	20.6	23.8	26.4	94.8
	National	4.5	9.3	15.7	21.5	21.5	25.5	93.5
	School	0.0	3.7	11.1	20.4	25.9	38.9	100
Writing	State	1.7	5.0	13.8	22.3	41.3	15.9	96.3
	National	2.7	4.9	13.7	30.0	31.9	14.8	95.3
	School	0.0	1.9	3.7	16.7	57.4	20.4	100
Spelling	State	3.4	7.5	13.4	25.4	20.2	30.1	95.5
	National	4.0	8.9	17.5	23.8	22.1	21.8	94.0
	School	3.7	9.3	13.0	27.8	9.3	37.0	96
Gr. &Punct.	State	5.1	7.4	12.7	19.0	22.0	33.7	94.6
	National	5.0	8.0	14.4	21.1	22.1	27.5	93.0
	School	1.9	1.9	9.3	16.7	27.8	42.6	98
Numeracy	State	3.8	9.3	20.2	27.8	21.2	17.7	95.0
	National	4.2	11.4	21.7	27.4	20.9	12.5	93.9
	School	3.7	0.0	11.1	31.5	25.9	27.8	96

Band Distributions (%) – Year 5

		Band 3 (-)	Band 4	Band 5	Band 6	Band 7	Band 8 (+)	% at or above national minimum
Reading	State	7.7	10.0	22.8	24.5	21.5	13.6	93.1
	National	6.2	11.6	22.1	26.5	19.5	11.9	91.8
	School	5.9	11.8	21.6	29.4	23.5	7.8	94
Writing	State	5.5	8.4	34.1	28.8	14.5	8.7	93.8
	National	5.8	12.6	30.1	30.1	14.1	5.3	92.2
	School	3.9	7.8	37.3	39.2	7.8	3.9	96
Spelling	State	3.8	11.3	17.9	26.1	24.5	16.5	94.4
	National	5.4	11.7	22.2	27.1	20.3	11.3	92.6
	School	5.9	13.7	25.5	19.6	31.4	3.9	94
Gr. &Punct.	State	7.8	12.8	20.8	23.5	14.5	20.7	92.3
	National	7.6	12.5	22.0	25.0	17.9	13.0	90.4
	School	9.8	9.8	23.5	29.4	9.8	17.6	90
Numeracy	State	5.2	11.8	23.9	28.0	15.4	15.8	94.7
	National	4.6	13.5	25.7	27.5	17.1	9.6	93.4
	School	0.0	16.0	16.0	32.0	22.0	14.0	100

It is pleasing to note the school has a higher percentage of children, in both Years 3 and 5, above the national benchmark than both the state and national percentages in Reading, Writing and Numeracy. A number of initiatives have impacted on these results including the implementation of a range of teaching strategies to improve student understanding in mathematics. The high percentage of students achieving minimum standards (96% in Year 3 and 100% in Year 5) in 2012 compared to National figures, is testament to the focus on mathematical differentiation strategies implemented and developed over the last two years.

We have also implemented significant precision around the teaching of Reading across the school in the last two years. The high percentage of students achieving minimum standards (100% in Year 3 and 94% in Year 5) in 2012 compared to National figures, is testament to the focus on the Reading differentiation strategies implemented and developed over the last two years.



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, Public Speaking competitions, National Young Leaders Day and the Peer Support program.

5.4 Professional Learning

This year, Staff Development days were dedicated to staff spirituality (The Examen), Maths (understanding place value), KidsMatter (Component 3 – Working with parents and carers), School Review preparation, Child Protection (Managing Risk of Harm & Addressing Complaints Against Staff) and CPR. 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 2013.

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.

Two staff members continued Masters courses in Theology.



6. Strategic Initiatives

6.1 2012 Priorities and Achievements

The 2012 priorities, named in the 2011 annual report, were addressed as follows:

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

In 2012 the school introduced a special prayer practice called the "Examen". Each day at a set time the students have been given the opportunity to pray about and reflect upon on their day using a simplified form of spiritual examination as practiced by St Ignatius of Loyola.

Learning and Teaching: 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).

In 2012 the school continued to focus on addressing the learning needs of the students, particularly in the area of Reading and Number. The school leadership team were involved in leading professional development, resourcing these areas and modelling classroom practice.

All teachers conducted a Mathematical Assessment Interview (MAI) on their students to identify their mathematical understanding in number, and hence their point of need. This informed the grouping of students and their subsequent teaching and improved the students' learning.

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 expand their understanding and mathematical skills by spending time problem solving with peers of similar ability.

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. Data walls were displayed to track the reading levels of the students across the school. This 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.

Pastoral Care: Continue to improve the resilience and well being of students through the implementation of 'KidsMatter'.

Staff continued to undertake training in the second and third components (Social and Emotional Learning and Parenting Support and Education), in "KidsMatter". KidsMatter Primary is a flexible, whole-school approach to improving children's mental health and wellbeing for primary schools. It can be tailored to schools' local needs. Through KidsMatter Primary, schools undertake a two-to three-year cyclical process in which they plan and take action to be a positive community; one that is founded on respectful relationships and a sense of belonging and inclusion, and that promotes:

- social and emotional learning (including evidence-based social and emotional learning programs);
- working authentically with parents, carers and families; and
- support for students who may be experiencing mental health difficulties.



6.2 2013 Priorities and Challenges

The following goals have been identified for our School Improvement Plan 2013:

Catholic Life and Mission: To consolidate the "Examen" prayer technique right across the school.

Learning and Teaching: To improve student mathematical understanding in the number strand.

To improve student literacy skills, particularly in Reading.

Pastoral Care: To foster an effective home/school partnership within the school community.



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' and Fathers' day stalls and Kinder orientation. Informally parents have been involved in classrooms, sporting carnivals, 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 ministries within the Mass celebrations.

7.2 Parent Satisfaction:

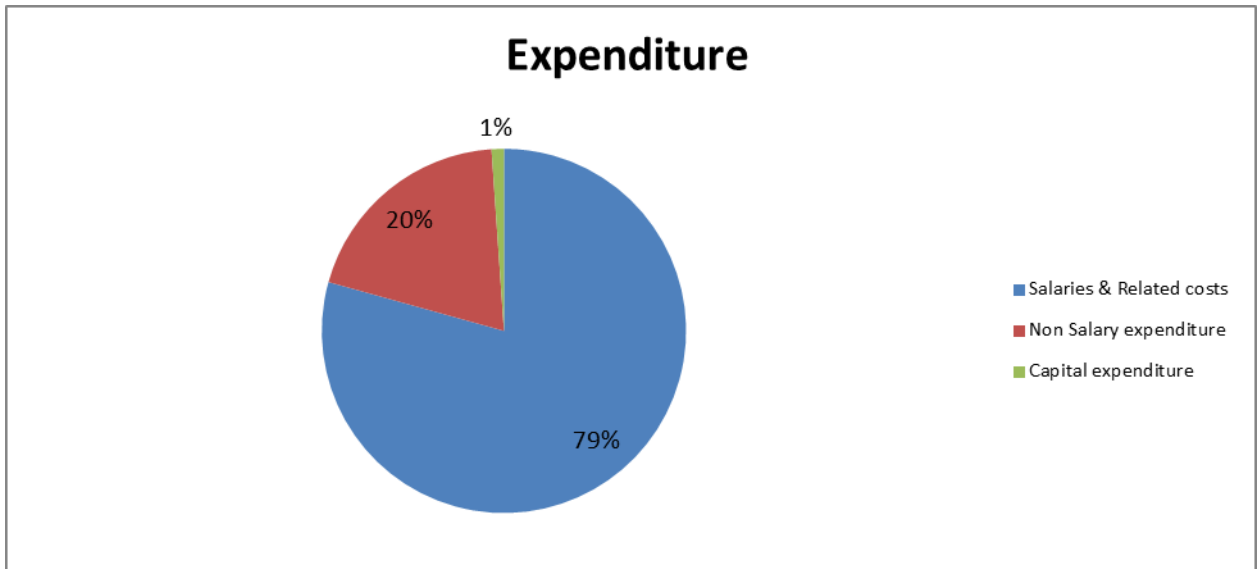
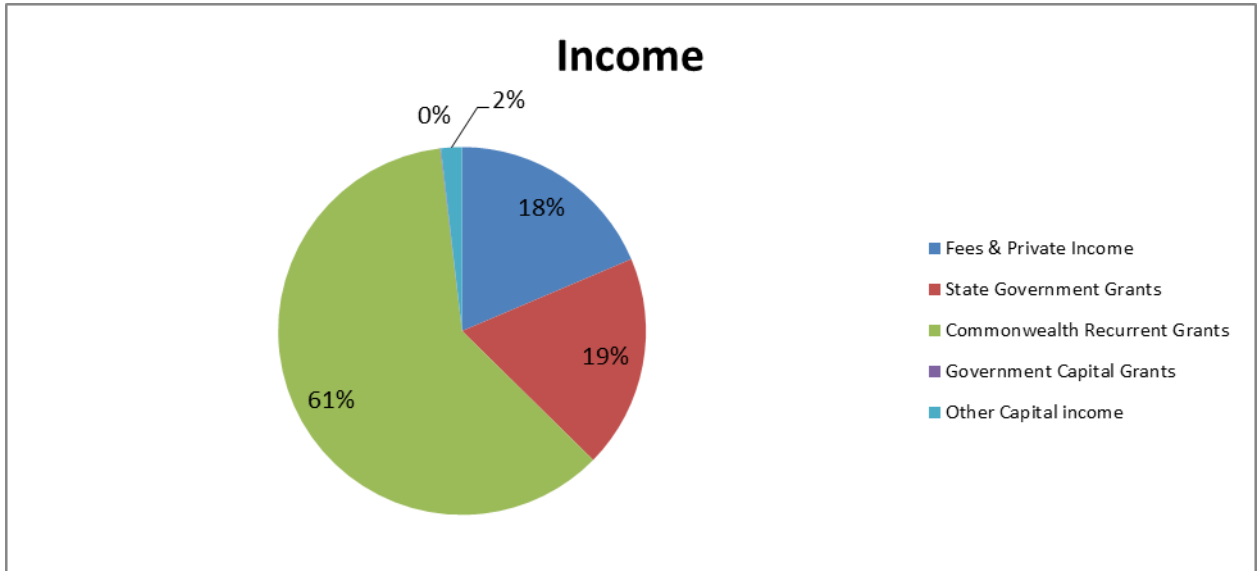
Parents were asked to provide open responses to the most valued aspects of St Patrick's. The most frequently nominated aspects are:

Parents
Caring, approachable teachers
A supportive, caring school community
Friendships with other like minded families
Wonderfully rounded Catholic learning experience
The happiness of the children



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 can be found in the Diocesan school system Annual Report, which will be available at <http://www.csodbb.catholic.edu.au>



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