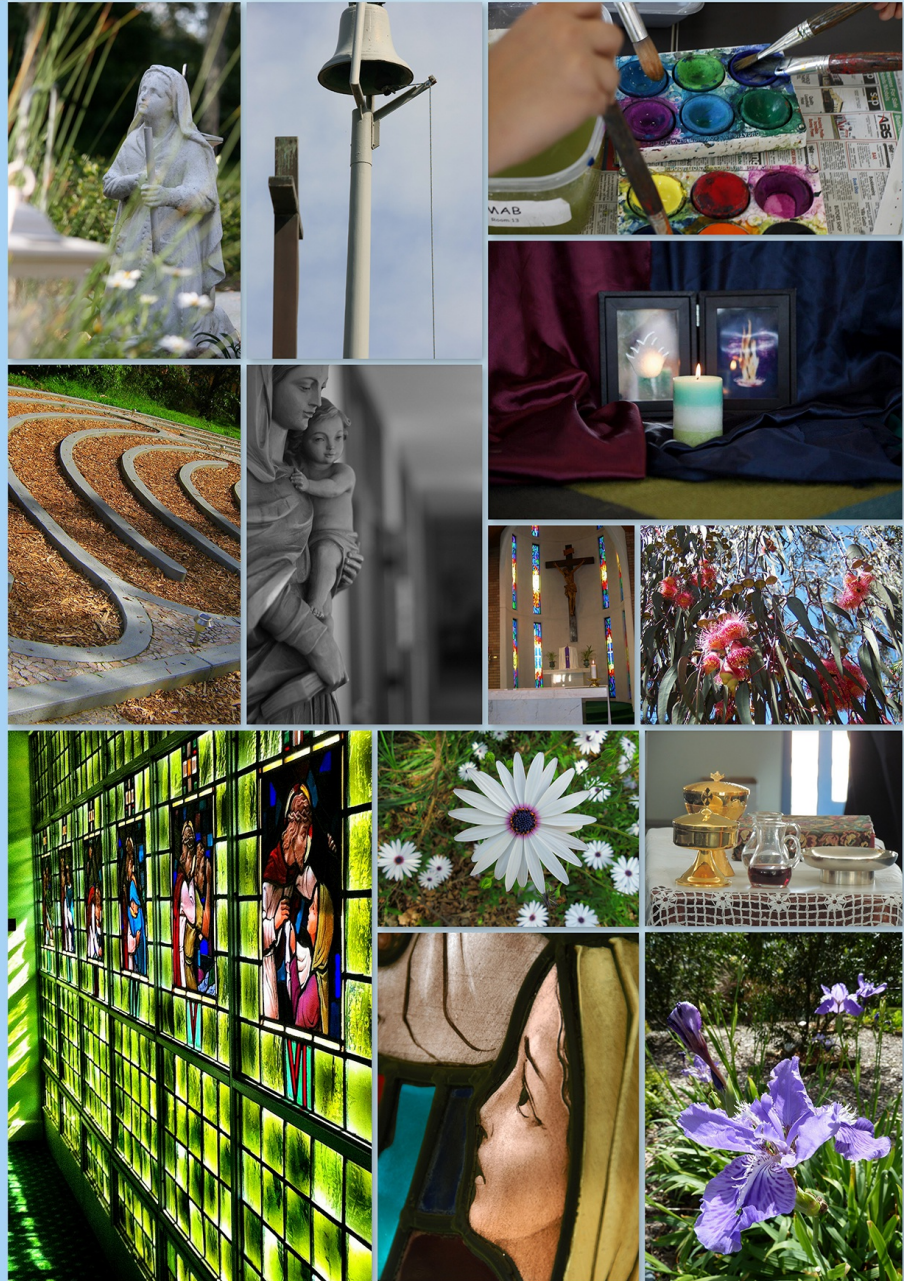


2015

annual school report



St Patrick's Catholic Primary School,
East Gosford

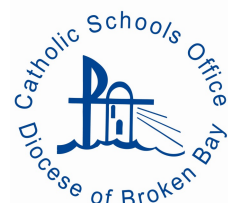
PO Box 4085, East Gosford 2250

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ABOUT THIS REPORT

St Patrick's Catholic Primary School (the 'School') is registered by the NSW Board of Studies, Teaching and Educational Standards (BOSTES) and managed by the Catholic Schools Office (CSO), Diocese of Broken Bay. The CSO as the 'approved authority' for the diocesan registration system formed under Section 39 of the NSW Education Act (1990), is responsible for monitoring the compliance of member schools in the manner that has been approved by the Minister of Education.

The Annual School Report (the 'Report'), approved by the School's Consultant, demonstrates accountability to regulatory bodies and the CSO. Additionally, the Report complements and is supplementary to other forms of regular communication to the School community regarding initiatives, activities and programs which support the learning and wellbeing of its students.

The Report provides parents and the wider community with fair, reliable and objective information about educational and financial performance measures as well as School and system policies. This information includes summary contextual data, an overview of student performance in state and national assessments, a description of the achievement of priorities in the previous year and areas for improvement. Detailed information about the School's improvement journey is documented in the School Improvement Plan (SIP) which is developed, implemented and evaluated in consultation with key stakeholders.

Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

SECTION ONE: MESSAGE FROM KEY GROUPS IN OUR COMMUNITY

Principal's Message

Diverse curricula activities initiated by a caring and dedicated team of professionals, 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 School is a place where disciples of Jesus are formed and nurtured to achieve excellence in order to make a difference in the world.

The core values of faith, hope, justice, love and joy underpin our policies, procedures and practices. The continued work on the *KidsMatter* framework and our *Positive Behaviour for Learning* (PBL) program has resulted in a greater awareness of the importance of positive social and emotional health.

Parent Body Message

We are blessed at St Patricks to have a strong and engaged school community. As the demands of daily living increase, the challenge for the Parents and Friends (P&F) is to continue to evolve and encourage parents to participate in the school and parish and in all aspects of their children's learning.

We are very grateful to the many parents and carers who have participated and/or contributed to Canteen, our annual Trivia Night and Dinner Dance, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, CBA school banking, second hand uniform stall, school discos, Pancake Day, Mother's and Father's day stalls, St. Patricks day celebrations, Family Mass, Well-being Week, Kinder orientation and Teacher Appreciation day.

The P&F is excited to contribute a significant amount of funds towards the upgrading of the Infant Campus playground and are appreciative of the opportunity to be included in this project to be completed in the summer of 2015/16.

We thank the compassionate and committed staff for all that they do in educating our children.

Student Body Message

St Patrick's, what a great school! How lucky we are to have so many opportunities and great times to treasure. This year focused upon the wellbeing of students which culminated in Well-Being week last term. The students had opportunities to participate in Meditation Monday, Thankful Tuesday, Well Being Wednesday, Thoughtful Thursday and Fantastic Friday. This was reinforced by the peer support sessions on resilience, teaching the whole school how to bounce back when times are tough.

The use of iPads has had a huge impact on the way we learn and are very popular amongst the grades. Students can often be seen using them to research, create films and experimenting with

different ways to present their work.

The development of our faith has always been a major part of our learning at St Patricks, underpinning all other learning areas. With the support of the catholic community of St Patrick's we have made the sacraments of Confirmation, Reconciliation and First Eucharist and have participated in Mass through readings, liturgical dance, altar serving and choir.

Sport has also played a big part in our school life. Gala days, carnivals, *Sport in Schools* program and surf fun days.

SECTION TWO: SCHOOL FEATURES

School Features

St Patrick's Catholic Primary School East Gosford, is a Catholic systemic co-educational school.

St Patrick's Catholic Primary School East Gosford is a Catholic systemic co-educational school.

The school has a proud history, being the oldest Catholic school on the Central Coast. It was firstly established by the Sisters of St Joseph as Our Lady of the Rosary Catholic School in Gosford in 1910. The school moved to its present site in 1960 and was known originally as St Joseph's. At that stage, classes commenced at Kindergarten and went through to the Leaving Certificate, occupying the one campus on Victoria Street adjacent to the church. In 1967 the school was renamed St Patrick's and became a primary school catering only for K-6. The rapid growth of the Central Coast saw the expansion of St Patrick's to two sites in 1986.

Currently the Melbourne Street campus accommodates the school office, infants' classes, infants' library, infants' staffroom and canteen. The primary classes, hall, Learning and Resource Centre (LARC), music room, art room, primary staffroom, canteen, uniform shop, church and parish office are situated on the Victoria Street campus. Before and after school care (OOHS) and vacation care is provided on site and is currently operated by *CatholicCare* on the infants' campus.

Our current enrolment is 379 students which has slowly increased over the last seven years. St Patrick's Catholic Primary School draws from a wide geographical area, with children travelling from as far away as Kulnura, Mangrove Mountain and Spencer in the west, Koolewong in the south, Avoca, Kincumber and Terrigal in the east as well as from the local surrounding areas of East Gosford. This demographic contains a vast spread of socio-economic backgrounds. There are 91 students from a language background other than English (LBOTE), with 34 of these learning English as their second language (ESL). Over the last seven years the multicultural aspect of the school has grown rapidly. There is no one particular ethnic group that dominates the school; rather there is quite a diverse spread of cultural groups represented in our student body.

We have *Aspect* classes for children with autism on both campuses, with a total enrolment of twenty children in these classes.

Students were also given the opportunity to participate in a wide range of activities including: choir, recorder group, private music lessons (keyboard and guitar), Junk Yard Orchestra, chess and board games, play pod, art club, various inter-school and Diocesan sporting events, gala days, surf safety days, 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.

SECTION THREE: STUDENT PROFILE

Student Enrolment

Students attending the School come from a variety of backgrounds and nationalities. The following information describes the student profile for 2015. Additional information can be found on [My School website](#).

Girls	Boys	LBOTE*	Total Students
182	197	106	379

* Language Background Other than English

The school enrolment has slowly increased over the last seven years. As noted previously, the cultural diversity of the school continues to grow and this aspect of our school community is highly valued.

Enrolment Policy

The School follows the [Enrolment Policy for Diocesan Systemic Schools](#). The policy encourages the local Catholic community, under the leadership of the parish priest and principal, to look upon the time of enrolment as a potential occasion for ongoing evangelisation. The policy calls upon parents to examine their present faith commitments, to develop their role as prime educators of their children in faith and to immerse themselves in the communal, liturgical, ministerial and service dimensions of the parish. Copies of this policy and other policies in this Report may be obtained from the [CSO website](#) or by contacting the CSO.

Student Attendance Rates

The average student attendance rate for the School in 2015 was 93.64 %. Attendance rates disaggregated by Year group are shown in the following table.

Attendance rates by Year group						
Kindergarten	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
94 %	94 %	94 %	95 %	94 %	93 %	93 %

The average attendance rate for 2015 was 93.85%. The school works closely with the school community to continue to maintain a high attendance rate.

Managing Student 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 NSW Education Act (1990)

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 CSO and the relevant Department of Education 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 CSO monitors each school's compliance with student attendance and management of non-attendance as part of the system's School Review and Development (SRD) processes. The School's attendance monitoring procedures are based on the [*Guidelines for the Management of Student Attendance in the Broken Bay Diocesan Schools System*](#) (password required).

SECTION FOUR: STAFFING PROFILE

Staffing Profile

The following information describes the staffing profile for 2015:

Total Teaching Staff*	Total Non-Teaching Staff	Combined Total
23	6	29

* This number includes 12 full-time teachers and 11 part-time teachers.

Teacher Standards

The NSW government requires that this Report detail the number of teachers in particular categories. The following table sets out this information. Further information about can be obtained from the [My School](#) website.

Teacher Qualifications		Number of Teachers
1	Those having formal qualifications from a recognised higher education institution or equivalent.	23
2	Those having graduate qualifications but not a formal teaching qualification from a recognised higher education institution or equivalent.	0

Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning (PL) can take many forms including whole school staff days, subject specific in-services, meetings and conferences and a range of professional learning programs provided by the CSO. The School takes responsibility for planning, implementing, evaluating and tracking staff professional learning. Individual staff members take responsibility for their ongoing professional development. All teachers have been involved in professional learning opportunities during the year related to improving student outcomes. The following table provides specific information relating to the focus of three of these staff development days.

Day 1	Review of Mathematical Assessment Interview (MAI) data to align teaching and learning strategies and a whole school focus.
Day 2	Two twilight sessions that involved the staff in how to use and implement Google Sites, Google Drive and the use of iPads.
Day 3	Our Spirituality Day, Come Rest A While, focused on Christian mediation practices for welling.

Staff were involved in other professional learning opportunities such as *Extending Mathematical*

Understanding (EMU), Literacy and Numeracy Network Meetings, Library Network Meetings and professional learning for the implementation of the Curriculum documents for History and Geography.

All staff participated in managing difficult behaviour situations and CPR. The Religious Education co-ordinator and the Assistant Principal attended the Diocesan conferences and network meetings.

SECTION FIVE: MISSION

Catholic schools in the Diocese of Broken Bay exist to educate and form young people in Catholic Discipleship; offering them experiences of following Jesus as members of the Catholic community. Mission is therefore core to all the priority areas of our schools. The Broken Bay K-12 Religious Education Curriculum was launched in 2005 by Bishop David Walker. This curriculum provides teachers with the opportunity to develop engaging and challenging learning experiences for their students and is comprised of three sections: (i) foundations (ii) syllabus (iii) modules. A distinctive feature of the syllabus is a statement of the Catholic Worldview that is integral to all that we do. It provides insights on the purpose of the Christian life and how we live it.

St Patrick's is a welcoming, inclusive and evangelising Catholic community with a strong religious dimension. Inspired by our Vision Statement, *Trust in the Truth*, we are committed to form and nurture Disciples of Jesus in order to make a difference. Our school upholds quality teaching and learning in all of the Key Learning Areas (KLAs) underpinned with our unique Catholic worldview. Our Catholicity resonates in all aspects of life both within and beyond St Patrick's. Fortnightly newsletters include a reflection on the week's Gospel; as well as outline upcoming events in our Parish and liturgies planned for our school community. We include a prayer focus in many of our newsletters and where possible provide examples of student learning in Religious Education to engage and enlighten our parent community.

St Patrick's students participate in a range of experiences and are exposed to a variety of opportunities designed to enlighten and contribute to their faith formation as Disciples of Jesus; often in partnership with parents and the parish community. These activities include Eucharistic Masses, prayer, reflections and Feast day celebrations. Each term a liturgical calendar reflects the involvement of the children in whole school Masses, Parish Masses, Kindergarten Liturgies and special Feast days. Children in Years 3-6 celebrate God's grace and forgiveness through Reconciliation once a term. All children at St Patrick's engage in worship of the Blessed Sacrament through Adoration once a term. The Sacraments of Reconciliation, Confirmation and Eucharist are received by children Years 2-6 through our Parish Sacramental Program. These activities aim to strengthen student's relationship with God, individually and as members of the Body of Christ, the Universal Church.

During 2015 students, staff, parents and friends have been enriched by a wide variety of prayer experiences. On each campus the St Patrick's school day begins with the school prayer. In addition to this, classes pray both formally and informally throughout the day. Prayer tables display the colours of the liturgical season, religious artefacts and prayer tools. This year rosary beads were distributed to each class together with hand crosses. Our staff engages in prayer once a week during our staff meetings.

St Patrick's has a strong sense of mission; reaching out to those in need. This year the school has supported Coast Shelter at Gosford with a food drive and Catholic Mission Australia with fundraising. We have a strong relationship with St Vincent de Paul and have participated in the

Winter Appeal, Christmas Toy Appeal and Christmas Hamper Appeal. We have a large Mini Vinnies Team that support all of our Social Justice events and meet to facilitate awareness of injustices.

Primary Curriculum

The School provides an educational program based on, and taught in accordance with the Board of Studies, Teaching and Educational Standards (BOSTES) syllabuses for primary education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology (S&T), Human Society and its Environment (HSIE), Creative Arts (CA) and Personal Development, Health and Physical Education (PDHPE). In addition to this, the School implements the Diocesan Religious Education syllabus. Staff members are committed to continuous improvement of teaching and learning in all facets of the curriculum.

Since 2008, we have worked towards greater precision in the teaching of Mathematics; since 2011, we have worked toward a similar quality of evidence-based practice in English. The teaching staff believe it is important that we have consistent practice across the English and Mathematics blocks so students know and understand learning expectations and routines, no matter the class in which they are learning. Extensive professional learning for staff has been an integral part of this process. The school leadership team continue to collaboratively and actively lead professional learning (PL). Curriculum initiatives have provided opportunities for teachers to work together to reflect, discuss, plan, implement and evaluate literacy and numeracy experiences that maximise children's learning.

This journey has been aided by support from the Catholic Schools Office (CSO) with *Extending Mathematical Understanding (EMU)*, *Best Start, Improving Literacy and Numeracy National Partnerships (ILNNP)* and *More Support for Students with Disabilities (MSSD)* programs and funding. During this year another teacher was trained as an EMU specialist and in 2016 another teacher will be trained. This will give the school an opportunity to begin first wave EMU in all classrooms. Considerable resourcing by way of releasing teachers, organising CSO personnel to work with and support teachers, and purchasing teaching resources has greatly assisted this journey. The *Seven Steps Writing* program was implemented this year and every teacher was given the opportunity to do several rounds of co-teaching with the literacy coaches. This model allowed the school to embed this program in an effective way in every classroom.

To understand the student's point of need and consequently inform teaching, data gathering and analysis has been a focus with purposeful use of the *Teacher Inquiry and Knowledge Building Cycle (Timperley 2008)*. All teachers conduct a Mathematical Assessment Interview (MAI) on their students at the beginning of the year to identify their mathematical understanding in number, and hence their point of need. This informs the grouping of students and subsequent instructional decisions. Data walls are displayed to track the reading levels of the students across the school. Reading levels are tracked twice per term which is the catalyst for professional dialogue. This dialogue assists teachers in sharing reading strategies and programs.

As stated previously students are given many opportunities to participate in a wide range of

diverse activities such as sport gala days, Religious Education celebrations, lunchtime groups - choir, art, chess, debating and public speaking.

SECTION SEVEN: STUDENT PERFORMANCE IN TESTS AND EXAMINATIONS

NAPLAN

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 the School's planning and is used to support teaching and learning programs.

The tables below show the percentages of students who achieved particular skill bands in the aspects of literacy and numeracy 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. 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. Additional NAPLAN student performance information can also be accessed from the [My School website](#).

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 3	Grammar and Punctuation	68.00 %	52.20 %	1.90 %	10.70 %
	Reading	69.80 %	48.20 %	1.90 %	11.00 %
	Writing	50.90 %	46.80 %	9.40 %	7.40 %
	Spelling	41.60 %	41.20 %	20.80 %	14.80 %
	Numeracy	39.70 %	33.50 %	7.50 %	15.00 %

NAPLAN RESULTS 2015		% of students in the top 2 bands		% of students in the bottom 2 bands	
		School	Australia	School	Australia
Year 5	Grammar and Punctuation	48.90 %	35.90 %	4.30 %	16.60 %
	Reading	44.70 %	33.50 %	6.40 %	18.10 %
	Writing	29.80 %	19.10 %	2.10 %	17.60 %
	Spelling	40.40 %	32.60 %	14.90 %	15.30 %
	Numeracy	23.90 %	27.80 %	13.00 %	15.80 %

NAPLAN Comments

It is pleasing to note that the school had a higher percentage of students in the top two bands

than the national cohort in all test areas except Writing in Year 3 and Numeracy in Year 5 where it was slightly lower. Additionally, the school had a substantially lower percentage in the bottom two bands in all test areas, at both Year 3 and 5. This is particularly pleasing in the areas of Reading where professional learning has occurred with a focus on catering for a diverse range of learners. We have implemented significant precision around the teaching of this area across the school in the last four years. The high percentage of students achieving in the top two bands compared to the national rate is testament to the focus on the differentiation strategies developed and implemented and the improvement in the range of teaching strategies used.

Pastoral Care Policy

The School's pastoral care and student wellbeing policies and procedures are informed by the *Pastoral Care Policy for Diocesan Systemic Schools*. This policy is underpinned by the guiding principles from the *National Safe Schools Framework (2011) (NSSF)* that represent fundamental beliefs about safe, supportive and respectful school communities. These guiding principles emphasise the importance of student safety and wellbeing as a pre-requisite for effective learning in all Catholic school settings. The *Pastoral Care and Wellbeing Framework for Learning for the Diocese of Broken Bay Schools System* (the 'Framework') utilises the NSSF ensuring that diocesan systemic schools meet the objectives of the NSSF at the same time as meeting the diocesan vision for pastoral care and wellbeing. The framework includes ten pathways that are intended to assist school communities to create safe schools that foster wellbeing for learning and positive, caring relationships. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

Many support structures exist for families within the St Patrick's school community. The class teachers, Learning Support team, Assistant Principal, Religious Education coordinator, Parish Priest and Principal all work closely with parents and carers 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.

Behaviour Management and Student Discipline Policy

The School's policies and procedures for the management of student behaviour are aligned to the *Behaviour Management and Student Discipline Policy for Diocesan Systemic Schools*. Policies operate within a context of social justice, compassion, reconciliation and forgiveness. The dignity and responsibility of each person is promoted at all times along with positive student behaviours whilst ensuring the respect for the rights of all students and staff. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

As a *Positive Behaviour for Learning* (PBL) school we are committed to taking a proactive and positive approach to behaviour. This entails teaching a lesson every week on the expected behaviours then rewarding children through affirmation (verbal, visual, stickers and reward time) when these expected behaviours are displayed. We teach lessons on behaviour to ensure everyone is aware of the behavioural expectations at St Patrick's. From time to time, more significant inappropriate behaviour may occur. Such behaviour is identified as deliberate actions that are offensive and/or dangerous to the physical and/or emotional well being of others, or a repeated minor inappropriate behaviour.

When this occurs the incident is investigated fully by listening to each participant's point of view, including witnesses. A 'long time out' is given where necessary and restorative practices are put in place in order to restore right relationships and plan ways of supporting positive behaviour.

Parents are contacted and the incident is reported to the principal (primary) and assistant principal (infants). Data is kept on the incident for our tracking purposes.

Anti-Bullying Policy

The School's Anti-Bullying Policy is based on and informed by the *Anti-Bullying Policy for Diocesan Systemic Schools* and is aligned to the *Pastoral Care Policy for Diocesan Systemic Schools* and other related wellbeing policies and guidelines. All students, their families and employees within Catholic education have a right to a learning and work environment free from intimidation, humiliation and hurt. Anti-Bullying policies support school communities to prevent, reduce and respond to bullying. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

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 program 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 2013 *KidsMatter*, an Australian primary schools mental health initiative, was officially launched to improve the mental health and wellbeing of our students. Both these approaches are strongly supported by the Catholic Schools Office.

Complaints and Grievances Policy

The School follows the *Complaints Handling Policy and Procedures for Diocesan Systemic Schools*. A distinctive feature of this policy is to ensure that complaints are addressed in a timely and confidential manner at the lowest appropriate management level in order to prevent minor problems or concerns from escalating. The expectation is that complaints will be brought forward and resolved in a respectful manner recognising the dignity of each person concerned in the process. The policy recognises that a number of more minor or simple matters can be resolved without recourse to the formal complaint handling process but rather, quickly and simply, by discussion between the appropriate people. Further information about this and other related policies may be obtained from the [CSO website](#) or by contacting the CSO.

The school has in place a *Flow Chart for Parents* to follow when communicating with the school in regards to complaints or grievances. It is important that parents make an appointment to contact the class teacher in the first instance, to ensure clarification of a complaint or grievance. This enables both parties to understand the circumstances and to determine what actions need to be implemented to satisfactorily resolve the issue.

After meeting with the class teacher, parents can make an appointment to meet with the Assistant Principal and/or Principal.

All complaints/grievances are addressed appropriately and are investigated in a fair and impartial manner. All persons involved will be interviewed and appropriate action at the conclusion of the investigation will be implemented.

The Central Coast School Consultant can also be contacted by parents once they have made contact with the school.

Initiatives Promoting Respect and Responsibility

At St Patrick's to ensure a consistent and positive approach to behaviour management we have in place *Positive Behaviour for Learning* and *KidsMatter* which are two initiatives that address behavioural, social and emotional learning. Both initiatives specifically address and teach the rule, "At St Patrick's we are respectful, responsible learners" where the children are guided to understand what being responsible and respectful means and therefore to act in an appropriate way in the community.

Students are encouraged to think about and support community service initiatives instigated by our *Mini Vinnies* group. These activities promote empathy and respect for, and a commitment to action to assist, those less fortunate than ourselves.

An additional strong working group in our school this year is the student representative council (SRC). They regularly meet and have also promoted activities that support our local community and respectfully promote school student lead initiatives.

Year 5 as part of their leadership training in Term 4 run student lead PBL lessons with Year 3 students. A part of their leadership program is to promote themselves as 'pastoral carers' of Year 3. Year 5 students have promoted a strong sense of belonging and improving overall student relationships.

SECTION NINE: SCHOOL IMPROVEMENT

Strategic planning ensures a common purpose and agreed values are established. In Broken Bay systemic schools, this common purpose and agreed values along with goals, targets and key improvement strategies are documented in the School Improvement Plan (SIP). This SIP is a three year planning document and is used to record the School's progress in working towards priorities for improvement in three domains: Mission, Pastoral Care, Learning and Teaching. School improvement planning is supported systemically by the *Diocesan Leading Learning* initiative. This initiative is research based and has been developed in partnership with the University of Auckland.

Key Improvements Achieved

To improve the valued learning outcomes of students in English and Mathematics and to engage students in the new Science curriculum through rigorous and authentic implementation of carefully developed units of work.

Our 2015 goal in Learning and Teaching was to improve the valued learning outcomes of students in both English and Mathematics. The pleasing results in both NAPLAN and standardised testing in 2015 are indicative of the rigour and precision that has been put in place in English and Mathematics over the last few years. The Science units have been developed across all stages and implemented throughout 2015.

To provide a rich contemporary prayer and liturgical experience for students

Our Mission focus for 2015 was to provide a rich contemporary prayer and liturgical experience for students. Professional learning focused on introducing Lectio Divina and Scriptural Story Telling.

To improve the mental health and wellbeing of students.

Our Pastoral Care focus for 2015 has been for the staff to encompass and embrace the social and emotional competency that is associated with greater student wellbeing and overall better school performance.

Priority Key Improvements for Next Year

To provide a rich contemporary prayer and liturgical experience for students.

By the end of 2016 all students will be exposed to and aware of organising, and celebrating all aspects of a Liturgical Celebration and the role of Liturgy in the Catholic Faith.

To continue to improve the learning outcomes for students in Maths.

75% of students will be aligned at the expected syllabus growth point in place value.

To improve the mental health and wellbeing of students.

Embed Social Emotional Learning (SEL) practices into St Patrick's teaching and learning and

playground expectations.

SECTION TEN: COMMUNITY SATISFACTION

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

Parent Satisfaction

Parents and carers have provided positive feedback about the many opportunities to engage with other parents and teachers and to be involved in their children's education and school life, such as: P&F meetings held every term, canteen, our annual Trivia Night and Dinner Dance, assisting in classrooms, swimming and athletics carnivals, gala days, school excursions, CBA school banking, second hand uniform stall, school discos, Pancake day, Mother's and Father's day stalls, St. Patrick's day celebrations, Family Mass, Well-being week, Kinder orientation and Teacher Appreciation day.

The staff of St Patrick's are recognised by the parent community as being strongly committed to the learning and development of the children and as genuinely caring for students.

Student Satisfaction

For Year 6, 2015 has been one of our best years at St Patrick's and has left us with many precious memories. We have learnt many new skills such as good leadership, the value of team work, resilience and self-confidence. Our faith has guided and supported us and we have learnt its true value especially during our most challenging times. St Patrick's has provided us with many opportunities and we have learnt the importance of embracing these opportunities and stepping outside our comfort zones. We have been well prepared for high school and will never forget our fellow students, teachers and staff who have accompanied us on our journey through primary school.

Teacher Satisfaction

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

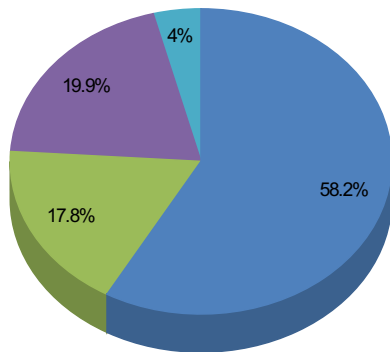
- strong sense of community within the relationships with families and the parish
- professional learning opportunities for all staff
- consolidation in teaching practice in English, Mathematics and Science
- professional learning - writing using the *Seven Steps*
- continuing development of behaviour strategies and playground changes
- pastoral care of staff dealing with family issues
- focus on wellbeing, for example the Wellbeing day
- emphasis on respect for everyone at school - teachers, students, parents

- leadership opportunities for students: peer support, buddy program, leadership camp
- Italian and Music taught across the school, K – 6
- support from librarian in ideas, lessons and resources
- our amazing learning support team

SECTION ELEVEN: FINANCIAL STATEMENT

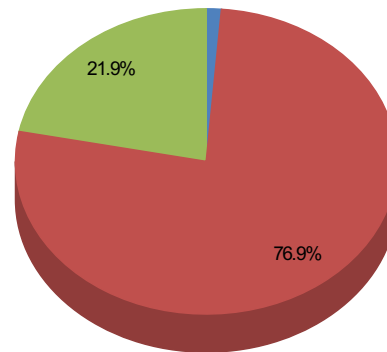
Consistent with the BOSTES requirements, financial income and expenditure for the School is shown below. More detailed financial data is available on the [My School website](#). Diocesan system financial reporting can be found in the [Broken Bay Diocese Annual Report](#).

Income



- Commonwealth Recurrent Grants (58.2%)
- Government Capital Grants (0%)
- State Recurrent Grants (17.8%)
- Fees and Private Income (19.9%)
- Other Capital Income (4%)

Expenditure



- Capital Expenditure (1.3%)
- Salaries and Related Expenses (76.9%)
- Non-Salary Expenses (21.9%)

RECURRENT and CAPITAL INCOME	
Commonwealth Recurrent Grants	\$2,455,420
Government Capital Grants	\$0
State Recurrent Grants	\$752,476
Fees and Private Income	\$840,796
Other Capital Income	\$170,252
Total Income	\$4,218,944

RECURRENT and CAPITAL EXPENDITURE	
Capital Expenditure	\$48,000
Salaries and Related Expenses	\$2,891,675
Non-Salary Expenses	\$822,433
Total Expenditure	\$3,762,108