**2014 School Reporting - Primary**

The Schools Story

<table>
<thead>
<tr>
<th>System:</th>
<th>Diocesan Catholic Education Office - Rockhampton</th>
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<tbody>
<tr>
<td>School Name:</td>
<td>St Patrick’s Catholic Primary School</td>
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<tr>
<td>School Based Contact Person:</td>
<td>Principal’s Full Name:</td>
</tr>
<tr>
<td>Mark Fox</td>
<td>Address:</td>
</tr>
<tr>
<td>35 Mulgrave Street Bundaberg Q 4670</td>
<td></td>
</tr>
<tr>
<td>Phone: 07 41 521380</td>
<td>Fax: 07 41 527 125</td>
</tr>
<tr>
<td>Email: <a href="mailto:mark_fox@rok.catholic.edu.au">mark_fox@rok.catholic.edu.au</a></td>
<td>Website: <a href="http://www.saintpatricks.qld.edu.au">www.saintpatricks.qld.edu.au</a></td>
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<tr>
<td>Total Enrolments: 458</td>
<td>Year Levels Offered: P-7</td>
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<tr>
<td>Type of School: Co-educational</td>
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Curriculum Offerings

Distinctive Curriculum Offerings
St Patrick’s caters for students from Prep through to Year 7. In 2014, St Patrick’s had three classes in Prep, Year 1, Year 2, Year 3 and Year 7 and two classes of all other year levels. The school is organised so that the classes of each year level are located together and the teachers on the same year level have non-contact time together, enabling joint planning to occur for consistency across classes in each year level.

Specialist teachers are employed for the areas of Computers, HPE and Music. As part of the HPE program, all children participate in a Learn to Swim program for students, run in conjunction with a local Learn to Swim centre. Students also participate in Personal and Social Development Education programs, including Life Education and the Centacare PSDE Program for students in Year 5 – 7.

We place strong emphasis on providing opportunities for students to achieve their best in the academic, spiritual, sporting, cultural and social dimensions.

Extra Curricula Activities
We prefer to think of the additional activities we offer students as co-curricular rather than extra-curricular as they support and extend our in-class programs. Included in our offerings are Chess Club, Lego Club, Cooking Club, Senior Choir, Junior Choir, Senior Ensemble, Junior Ensemble, Rugby League and Netball teams for our students.

How Information and Communication Technologies are used to assist learning
Supplementing our computer lab, we have computers available for learning in classrooms and in the Library. All classes use interactive white boards to enhance and promote learning. In 2013 all teaching staff members were issued with iPads as the beginning of a journey towards one to one computing for senior students.

Social Climate
Classes take turns to prepare liturgies and assemblies, to which parents and other members of the school and parish community are invited.
Restorative Practices are also used in the school, including Community Conferences to respond to incidents of conflict and bullying.
Counselling is provided each week by Centacare.
Support is provided to families through the Guardian Angels network within the school.
We encourage students to get involved in Service Projects, led by our Year 7 students, including fundraisers for charities, support of parish initiatives and community projects.

Cyber Safety and Anti-Bullying Strategies
In line with our commitment to Protective Behaviours, we have regular guest speakers who come to the school to talk about Cyber-Safety. This involves our Adopt-a-Cop and a Liaison Officer from QPS. In 2014, we also used our Student Welfare Officer to work with classes, individuals, and small groups.
on Protective Behaviours, and in dealing with Bullying. The implementation of Restorative Justice practices are a major component of dealing with issues of Bullying. We have invited Brett Halter from DCEO to work further with us on Protective Behaviours and cyber-bullying in 2015.

**Strategies used for involving parents in their child’s education**

- Very active P&F and School Board.
- Very active Support-a-Reader program.
- Parent support at working bees, special events, liturgies, assemblies and excursions.
- Formal parent teacher interviews twice during the year as well as parent information sessions at the start of the school year.
- Parental involvement at sporting events, Celebration Night and extracurricular activities.
- Parents are also very actively involved in computer classes and other class activities.

**Reducing the school’s environmental footprint**

- Use of air-conditioners is limited. We recycle cans and compost fruit and vegetable scraps for use in our gardens. We have abundant greenery in our grounds. We have solar panels installed.

**Characteristics of the Student Body**

There are a variety of families and experiences within the school. A majority of our students have lived in Bundaberg most of their lives and there is a relatively low level of mobility amongst the student population.

The school population continues to grow with families moving to Bundaberg. There are a small number of students from a Non English Speaking Background although this is gradually increasing. This increase in students from other cultures develops the awareness of the student population of other cultures.

**Staffing composition, including Indigenous staff**

**Workforce Composition of all teachers**

<table>
<thead>
<tr>
<th>Workforce Composition</th>
<th>Teaching Staff</th>
<th>Non-Teaching Staff</th>
<th>Indigenous Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headcounts</td>
<td>25</td>
<td>16</td>
<td>0</td>
</tr>
<tr>
<td>Full-time equivalents</td>
<td>23.63</td>
<td>9.41</td>
<td>0</td>
</tr>
</tbody>
</table>
## Qualifications of all teachers

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage of staff with this Qualification</th>
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<tbody>
<tr>
<td>Doctoral / Post-doctoral</td>
<td>%</td>
</tr>
<tr>
<td>Masters</td>
<td>%</td>
</tr>
<tr>
<td>Bachelor degree</td>
<td>96%</td>
</tr>
<tr>
<td>Diploma</td>
<td>4%</td>
</tr>
<tr>
<td>Certificate</td>
<td>%</td>
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## Expenditure on and teacher participation in professional development

**TOTAL FUNDS** expended on teacher professional development according to Australian Government Quality Teacher Program reporting requirements.

$88,100

**MAJOR PROFESSIONAL DEVELOPMENT INITIATIVES**

- Annual Bishop’s Inservice Day and Religious Education Day ensuring staff maintain their accreditation to teach in a Catholic School.
- Annual Student Protection Inservice to ensure all staff members are aware of child protection issues.
- Teachers were involved in numerous Inservice days to become more familiar with the Australian National Curriculum. We also looked at Teacher Feedback.

The percentage of the **TEACHING STAFF INVOLVED IN PROFESSIONAL DEVELOPMENT**

100%
**Average staff attendance**

Average staff attendance for the school year, based on unplanned absences of sick and emergency leave for periods of up to 5 days

99.09%

**Percentage of teaching staff retained from the previous school year**

84%

**School Income**


(The School information below is available on the My School web site).

**National Assessment Program – Literacy and Numeracy Results**

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, and 7 are available via the My School website at http://www.myschool.edu.au/.

Read and follow the instructions on the next screen; you will be asked to accept the Terms of Use and Privacy Policy before being able to access NAPLAN data.

If you are unable to access the internet, please contact the school for a paper copy of our school’s NAPLAN results.

**Key Student Outcomes**

NAPLAN scores at St Patrick's have been improving steadily over recent years, and the average scores achieved as students graduate our school have been very pleasing.

**Student Attendance**

Average student attendance rate (%)

96%

Describe how non-attendance is managed by the school

Not a significant issue. Followed up by Office Staff and Admin Team as required.
Value Added

The story of distance travelled

The school made good progress in areas of curriculum development in 2014. The school has seen pleasing growth in many areas of NAPLAN testing results for cohorts of students between 2008 and 2014. The school has engaged in analysis of these results to inform curriculum programs and to create goals for the future. Teachers have continued to develop their understandings of the curriculum initiatives and developments in the Australian curriculum, using processes from our Consistency of Teacher Judgement practices. Goals for outcomes in the areas of reading, spelling and mathematics for students have been developed through analysis of key data and learnings from professional development which occurred during the year.

The story of where you are going

Over the next year we anticipate that all cohorts will continue to show progress and growth. We will continue to focus on reading, spelling, writing and mathematics and the implementation of the Australia curriculum, particularly in Mathematics and English. Additional teacher professional development will be provided to assist with planning and implementation of the new curriculum. Appropriate resources will also complement this professional development and provide support within the classroom. The school will have a great deal of focus upon improving access to technology.

Parent, Teacher and Student Satisfaction

St Patrick’s has an excellent reputation within the community and enjoys high levels of parent satisfaction. In 2014, St Patrick’s had a School Review. The parent and student surveys were extremely positive. The P & F Association and School Board are very active in pursuing ways to support the students.