

2019 Annual Report

St Patrick's Parish Primary School
Albury



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2019 Primary School Annual Report

About this Report

St Patrick's Parish Primary School Albury is registered by the NSW Education Standards Authority. Catholic Education Diocese of Wagga Wagga (CEDWW) is the 'approved authority' for the Registration System formed under Section 39 of the Education Act 1990 (NSW).

St Patrick's Parish Primary School Annual Report to the community provides parents and the wider community with fair, reliable and objective information about the school's performance measures and policies, as determined by the Minister for Education. The report also outlines information about initiatives and developments of major interest and importance during the year and the achievements arising from the implementation of the school's Annual Improvement Plan.

The Annual Report demonstrates accountability to regulatory bodies, the school community and Catholic Education Diocese of Wagga Wagga. This report has been approved by Catholic Education Diocese of Wagga Wagga and in so doing, acknowledges that St Patrick's Parish Primary School has the appropriate processes in place to ensure compliance with all NSW Education Standards Authority requirements for registration and accreditation.

This report complements and is supplementary to St Patrick's Parish Primary School newsletters and other forms of communication. Further information about St Patrick's Parish Primary School may be obtained by contacting the school directly or by visiting the [school's website](#).

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Section 1: Message from Key Groups in Our School Community

Message from the Principals

This has been a very exciting year for St Patrick's Parish Primary School as we embarked on our first year with two Principals in charge of the school. We have had amazing development in the school this year as well as events that had a significant impact on each person in our school community.

With two Principals, we were able to concentrate more heavily on teaching and learning, and the school leadership team were fortunate enough to be involved in a Learning Collaborative project with Dr Lynn Sharratt from the University of Toronto. This ongoing project has resulted in a review of the circular nature of teaching, learning and assessing across the school and these interact and inform each other. It has also provided opportunities for schools to moderate work samples across local catholic schools.

As part of the Sharratt Project the school created data walls on reading levels [Kindergarten to Year 2] and Writing Levels [Kindergarten to Year 6]. The reading data wall in particular provided a visual representation of the progress of students and teachers used this information to inform their teaching and learning. These data walls are planned to be expanded in 2020 to include Reading Years 3 - 6 and Mathematics Kindergarten to Year 6.

The school has embarked on an extensive campaign to improve the reduction and recycling of rubbish within the school. The school formed a partnership with *Halve Waste Albury* and used their educators extensively to work with the staff and the students to improve the knowledge base of all involved. The school will continue these programs into 2020, where we will be moving to compost all the school's green waste onsite.

Academically, collaborative learning continues to be a focus across the school, witnessing some impressive growth in student learning. Students were introduced to Michelle Hutchinson's "S.M.A.R.T." spelling approach this year and will continue with this for the next 2 years. This approach focuses on the children learning a systematic, explicit approach to spelling across all grades. It is also leading to significant upskilling of our teaching staff.

This year was the final year of the Targeting Maths Teacher program. This program resulted in an upskilling of staff in the teaching of Mathematics across Kindergarten to Year 2. The school witnessed significant improvement in the areas of Number, Counting and Addition and Subtraction. From 2020 for 3 years a teacher will be employed to work with Years 3 - 6 classroom teachers in developing their skills in the teaching of Mathematics.

The school continued its strong focus on the development of cultural aspects, with the introduction of a second band program aimed at Years 3 and 4. Guitar and piano lessons were also introduced.

Grade 6 students continued the long standing tradition of "Time Tours" by presenting the very successful production entitled "X Factory."

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The annual Cultural Assembly and Music Count Us In Day was held to showcase the talents of the children who had performed at the Albury Eisteddfod, the School Band Programs and other regional competitions.

Kind regards,
Liz Johnston and Rob Unsworth

Message from the Parent Body

School Council Chair Report

St Patrick's School Council have enjoyed a productive year with input from long standing School Council members and a welcome injection of ideas and energy from parents new to the School Council. We are grateful for the opportunity to represent the parent community and support Mr Unsworth, Mrs Johnston, Fr Joel and the St Patrick's teachers to make our school the best it can be.

The construction of the sensory playground was completed in the final week of 2019. It has been a long term goal of the council to ensure funds raised by the fete are made visible through projects such as the playground. The sensory playground sits between the vegetable garden and cricket nets and along with the ball catchers also installed in 2019 and the completion of the basketball and tennis courts, our vision for a playground space which provides play opportunities for kids of all abilities, ages, sizes and interests, continues to evolve.

The sensory playground concept plan contains additional elements that we hope will be constructed as additional funds are raised. We have many ideas for rejuvenating the amphitheatre space to provide a spot for quieter activities during recess and lunch breaks and which may also be utilised as an alternative learning space.

Despite challenging weather conditions, the 2019 fete was a great success. Thanks to the hard work of the fete committee, the support of the School Council and many other hard working parents. In response to feedback, the School Council is keen to hear ideas from parents, teachers and the community with regard to options for alternative day/time for fete, option of fete running every second year and/or alternative major fundraiser events. As a council we believe it is important that whatever the event is, the priority is that it provides opportunity to build connections with the school community and beyond.

The Council continues to consider the best way to ensure feedback from our families is heard and forwarded to appropriate discussion and decision making forums. In 2020 we will continue to work with our Principals and teachers to ensure our communication strategy is responsive and supportive of school community needs.

Our AGM will be held in February 2020 and we look forward to welcoming new members.

Leah Wiseman
School Board Chair 2019

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Message from the Student Body

School Captains' Speech
2019

12 months ago, when Hugo and I were announced as School Captains, we were very excited and proud to have the opportunity to be leaders of our school. With the support of the student council and all of Year 6, we knew that we could do this!

Our biggest achievement as student leaders has been the implementation of the sustainability project at St Patrick's. The three bin system was introduced at the beginning of the year and the Student Councillors have been responsible for organising the collection of bins. It has been a big job that has taught us to be reliable, independent and accountable. We know that the work we have done has helped our environment and has looked after God's creation. At times this was a challenge, but we worked together as a team to get the job done.

Another responsibility for all of Year 6 was looking after our kinder buddies. Right from the beginning of the year we have been spending time together helping them to feel safe and happy in the playground. We have also done reading, art, science and other learning activities with them. We hope they will always remember us.

Our teachers over the last seven years have made a big impact on all our Year 6 students. We will always remember our kinder teachers who made us feel welcome at St Patrick's. Over all the years our teachers have taught us skills that we will remember and use in the future. We can't thank all our teachers but we would like to thank Mr Kittelty, Miss Bice and Mrs Good for putting up with us this year.

One of the highlights of our time at St Patrick's has been our yearly assemblies. We loved writing the five behaviors song with Mrs Harrison for our Year 4 assembly. At first we were a little upset that other classes have used our song but we are glad that it will be our everlasting legacy at this school. We will also remember all the book week assemblies because the dress ups people came up with were amazing.

We will definitely remember our Year 5 and 6 excursions to Canberra and Ballarat. Highlights of Canberra were the War Memorial, Questacon and the Mint and at Ballarat we loved the mines, lolly shop and gold panning. It was a great learning experience and we wish good luck to the people going in the years to come.

A recent success of Year 6 has been our X Factory production. Being part of a production is a great experience. It teaches you many skills like singing, dancing, acting, projection of your voice and remembering your lines.

A key part of being in the Student Council is organising fundraisers and special events. This year we helped with: Mission Day, St Pat's Day, Footy Coloured Clothes Day, Project Compassion and Fight MND. Thank you to Adelaide for instigating the MND fundraiser.

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We would like to acknowledge all the people who helped Year 6: our teachers for giving us new skills to use in the future, our parents for taking us to school every day and preparing us consistently and our rotation teachers Mr Brooks, Mrs Brown and Mrs Robertson for giving up their time to increase our knowledge in particular subjects. We would also like to acknowledge Mrs Fawcett for continuously helping us be punctual as Student Councillors.

St Patrick's is a unique school, with strong values and amazing people, which will remain in the hearts of all of our classmates graduating today and those who have and will pass through this school. Congratulations to the incoming Student Council. We know you will take on your roles with enthusiasm and do your best for our school.

We wish good luck to all the students here today. We wish all of our friends good luck in High School. Thank you. Enjoy the holidays and have a Merry Christmas!

Jacinta and Hugo.

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Section 2: School Charism / Features / Context

St Patrick's Parish Primary School, a co-educational K - 6 school located in central Albury, draws students from Albury-Wodonga and surrounding areas.

The school's rich history stems back over 150 years to the Mercy Sisters arriving in Albury to start the first religious school, St Brigid's and then St Joseph's Ladies College as the first Catholic High School in the region. Later, the Christian Brothers commenced education for young men forming Christian Brothers College (CBC). St Brigid's and CBC combined to become the present day St Patrick's Parish School. St Patrick's took over the buildings vacated by St Joseph's Ladies College when they merged with Aquinas to become Xavier High School and moved to one campus in Fallon St North Albury.

St Patrick's retains its strong links to both the Mercy and Christian Brothers traditions. The four sporting houses are named after three Christian Brothers and Father Slattery who helped in the construction of St Patrick's Church. Charitable works continue within the school, following the traditions that the Mercy Sisters instilled all those years ago.

Today St Patrick's is a modern progressive primary school which has never forgotten its roots, where a contemporary education within the framework of a Shared Christian praxis is provided.

The school continues to recognise the responsibilities that rich traditions bring with them. Numerous celebration days are acknowledged as a school, parish and community including St Patrick's Day, Mission Day, Mercy Days and other significant feast days. Many of these days are also used as fundraising opportunities to support those less fortunate in the community, both locally and internationally.

The school is particularly proud of the fundraising efforts of staff and students for three Mercy Missions in Thailand. For the past 15 years various staff members travelled, at their own expense, to work in the missions in order to improve the facilities and lives of the Thai children who live in these missions.

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Section 3: Student Profile

The following information describes the student profile for 2019:

Girls	Boys	LBOTE*	Indigenous	Total
219	228	14	10	447

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese of Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the CEDWW.

Copies of this policy and other policies in the report may be obtained from the CEDWW website or by contacting the Central Office or the school.

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	89%
Year 1	93%
Year 2	93%
Year 3	94%
Year 4	93%
Year 5	93%
Year 6	93%

The average student attendance rate for 2019 was 93%.

Regular attendance at school is essential if students are to maximise their potential. The school, in partnership with parents, is responsible for promoting the regular attendance of students. Whilst parents are legally responsible for the regular attendance of their children, school staff as part of their duty of care monitor part or whole day absences.

St Patrick's staff, under the Principals' leadership, support the regular attendance of students by:

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- Providing a caring teaching and learning environment which fosters students' sense of wellbeing and belonging to the school community,
- Maintaining accurate records of student attendance,
- Recognising and rewarding excellent and improved student attendance, and
- Implementing programs and practices to address attendance issues when they arise.

The Principals are responsible for supporting the regular attendance of students by ensuring that:

- Parents and students are regularly informed of attendance requirements and the consequences of unsatisfactory attendance,
- All cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and the appropriate intervention strategies are implemented, and
- The Director of Catholic Education Diocese of Wagga Wagga or designated Catholic Education Diocese of Wagga Wagga personnel are provided with regular information about students for whom chronic non-attendance is an issue and where school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There are a total of 34 teachers and 9 support staff at (School). This includes 24 full-time and 10 part-time teachers.

Teacher Accreditation Status

The accreditation status of all teaching staff responsible for delivering the curriculum is:

Teacher Accreditation Status	Number of Teachers
Conditional/Provisional	2
Proficient	32

Number of staff who are indigenous	2
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Professional Learning

The ongoing professional development of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject specific inservice courses, meetings, conferences and a range of professional learning programs provided by Catholic Education Diocese of Wagga Wagga.

The school and the Diocese provides many opportunities for the staff to be involved in professional development during the year. The range of activities can involve all staff in professional development, selected staff members from various grades, as well individual staff members.

This year St Patrick's Parish Primary School joined other schools in the Deanery for a whole of Deanery Conference, with all staff members attending. The day involved three Keynote Speakers, break out sessions provided by fellow teachers and a celebration of the Liturgy. Staff Patrick's staff attended, at the beginning of the year, a day long session presented by James Anderson on Growth Mindset. Another highlight of the year was the staff spirituality day with the Mission in Action. On this day meals were delivered on behalf of Meals on Wheels to members of the Albury Community, followed by a shared lunch and then an afternoon of songs and engagement with the residents of Mercy Place Residential Aged Care Facility.

Five classes were involved with the Bluearth Program and as part of the delivery of the program, teachers were trained as facilitators. At the end of the year, five staff members were approved as Bluearth approved teachers.

As the year developed, the Diocese continued with the roll out of the new student management system, Compass. A number of staff trained as in-house facilitators over

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several full day sessions. The facilitators then conducted training sessions with various staff members depending on their roles. These included roll marking, report writing, creating and recording absences. The school was one of the lead schools in adoption of this technology and assisted in the development and testing of online behaviour reports and well-being referral forms.

Individually, staff continue to attend professional development in Reading Recovery, Targeted Maths and Digital Pedagogy Leadership.

The school leadership team, supported by the Diocese, are involved in a Learning Collaborative project with Dr Lynn Sharratt from the University of Toronto. This project is challenging the way teaching and learning is managed within the school. Initial results are proving to be extremely positive.

Each week the staff attended one hour of Professional Development on a wide range of topics.

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Section 5: Catholic Life

St Patrick's Parish Primary School Albury follows the Wagga Wagga Diocesan Religious Education curriculum, ***Sharing Our Story***.

Liturgical Life of the School

Through the school sacramental programs, children in Years 2, 3 and 6 enter more fully into the sacramental life of the Church through receiving the sacraments of Reconciliation and Eucharist for the first time and the Sacrament of Confirmation. Classes continue to receive the Sacrament of Reconciliation each Semester and the school community participates in school masses and liturgies throughout the year. The school works closely with Parish Priest Fr Joel, and Fr Marco and Fr Christian, the Assistant Priests. Fr Joel is involved in the Sacramental information sessions for parents and students and enjoys meeting with the families socially for a meal as part of the preparation for the sacraments.

The school organises a Parish/School Mass each school term. The students participate in the choir and as lectors.

Staff and Student Faith Formation

The staff of St Patrick's engage in faith formation and professional learning to deepen their understanding of Missionary Discipleship, the mission and purpose of Catholic education and to further develop skills and understandings of the RE syllabus. Opportunity is also provided for staff to engage in personal faith development. Staff engaged in a "teaching Mass" with Fr Joel during which understanding of the celebration of Mass in the Catholic Tradition was further developed. The staff viewed a lecture by Dr Carol Zinn and explored how they are leaders of Mission in their classrooms and in the school community. Staff engaged in community service through bringing Christmas cheer to the elderly people at Mercy Place Residential Aged Care Facility.

Spirituality Day engaged all staff members in serving the community through delivering meals on behalf of Meals on Wheels and in spending time with the residents of Mercy Place Residential Aged Care Facility, sharing stories and singing together.

New staff were also inducted into the faith story of the school and were encouraged to foster, in their classrooms, the charisms of the founders of the school's founding religious orders, Catherine McAuley and Edmund Rice. Staff are supported in developing their skills and understandings in RE teaching methodology using the Shared Christian Praxis movements.

A number of staff attended and engaged in further faith formation opportunities through attending Connections.

St Patrick's Parish Primary School RE program follows the Wagga Wagga Diocesan Religious Education Syllabus, *Sharing Our Story*. This syllabus develops the religious literacy of the children, that being a knowledge and understanding of the core teachings of the Catholic faith, the scriptures, history and traditions and how these are lived in the world.

Under the guidance of Fr Joel, each semester, students prepared and participated in masses that took place in their homerooms during which time Fr Joel broke open the word of God and the teachings of Jesus. He also explained the parts of the Mass and the significance of the vestments and sacred objects used during Mass.

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The Angelus is prayed daily by all children. Prayers from the Catholic tradition are taught and consolidated at appropriate ages and stages.

Evangelisation and Social Justice

During Catholic Mission Month (October) and Lent, the school community learnt about the needs of our neighbours around the world who live in poverty and suffer injustices. Fundraiser activities were a key focus during these periods. Funds were also raised for Mercy Works, MND Australia, orphanages at Mercy International Thailand and families suffering from the drought in this Diocese.

The Mini Vinnies group organised fundraising activities for the St Vincent De Paul Society. They also coordinated the donation of blankets for the Winter Appeal and gifts and food items for the Christmas Appeal.

Professional Learning

All staff members participated in one hour of professional learning each term and an annual Spirituality Day. These sessions are outlined above in Staff Faith Formation.

Staff who were new to teaching Religious Education, undertook a half day of professional learning with Sr Anne Hagan to familiarise them with the syllabus, resources and the Shared Christian Praxis model of teaching RE.

During 2019, three staff members were working towards completion of the Graduate Certificate in Theological Studies through the Broken Bay Institute.

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Section 6: Curriculum

St Patrick's Parish Primary School follows the NSW Education Standards Authority syllabus for each subject/course offered as required for registration and accreditation under the Education Act 1990 (NSW) and implements the associated requirements of Catholic Education Diocese of Wagga Wagga.

In addition to the requirements provided for under the Education Act the school provides numerous opportunities for students to extend themselves, as well as supporting those students who may need some additional support.

Years 4 and 5 participate in the 'Bluearth' program. The Bluearth Foundation provides an opportunity for all students to participate in physical activities and at the same time provides them with the opportunity to develop life long skills in working cooperatively with each other. Lessons are presented by a Bluearth instructor.

With the support of Catholic Education Diocese of Wagga Wagga and the skillful staff of the staff at the Murray Conservatorium of Music, children were given the opportunity to learn a variety of individual instruments and to celebrate by coming together for weekly band lessons. The school's Junior and Senior Band perform at a variety of community events. The opportunity to participate in the Diocesan Music Camp further extends the students' musical journey.

Students were given the opportunity to compete in The Tournament of the Minds where students are required to think creatively and strategically in order to solve a variety of problems and then present the solutions to a judging panel. This year's teams made it successfully to the Riverina finals in Wagga Wagga.

The school provides support to teachers from Kindergarten to Year 2 with planning, teaching and assessing of Mathematics through the provision of a highly skilled Targeting Mathematics coach. This is the final year of the three year program. From 2020, the focus will move to the Year 3 to 6 teachers.

Students, where required, engaged in teleconferences with Royal Far West gaining support with Speech Pathology and Occupational Therapy. Parental support is also offered in these programs.

Selected Year 6 students are invited to participate in Quicksmart Numeracy. This is an intensive program to assist students with targeted areas of Mathematics.

Year 1 students are afforded the opportunity to receive additional support in Mathematics, through the Extending Mathematical Understanding program.

Reading Recovery, an intensive program designed for Year 1 students, is offered to those who are yet to gain mastery with reading. This is an intensive one on one program for 20 weeks.

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Additional in class support is offered to all infants' students to improve literacy ability, with the focus to lift levels of reading and comprehension.

Section 7: Student Performance in State-Wide Tests and Examinations

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 school planning and is used to support teaching and learning programs.

The tables below show the percentage of students who achieved particular skill bands in numeracy and the strands of literacy. St Patrick's Parish Primary School results are compared to students nationally. Literacy is reported in four content strands: Reading, Writing, Spelling, Grammar and Punctuation.

Year 3	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 9	3.3%	0	1.6%	1.6%	0
Band 8	0%	0	0	3.3%	1.6%
Band 7	4.9%	0	4.9%	8.2%	3.3%
#Band 6	26.2%	13.1%	13.1%	27.9%	16.4%
Band 5	31.1%	50.8%	31.1%	31.2%	34.4%
Band 4	18%	23%	27.9%	18%	31.1%
Band 3	11.6%	11.5%	16.5%	4.9%	11.5%
Band 2	4.9%	1.6%	1.6%	4.9%	1.6%
Band 1	0	0	3.3%	0%	0%

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Year 5	Literacy				Numeracy
	Reading	Writing	Spelling	Grammar & Punctuation	
Band 9	3.6%	0	0	1.8%	0
#Band 8	8.9%	5.5%	7.1%	14.3%	3.6%
Band 7	26.8%	9.1%	21.4%	26.8%	19.6%
Band 6	44.6%	32.7%	30.4%	19.6%	32.1%
Band 5	8.9%	34.5%	23.2%	21.4%	39.3%
Band 4	5.4%	12.7%	17.9%	12.5%	5.4%
Band 3	1.8%	5.5%	0%	3.6%	0%

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Section 8: Pastoral Care and Wellbeing

Pastoral Care/Wellbeing Team Committee Members: Principals, Assistant Principal, Religious Education Coordinator, Chaplain, Inclusive and Diverse Learning Officer, Centacare Well-being practitioner and two staff appointed representatives.

Purpose of the Committee: The Pastoral Care/Wellbeing Team is designed to provide a systematic framework to assist teachers to meet the individual and group mental health and learning needs of students. It is designed to reduce the amount of paperwork teachers need to complete for referrals.

Staff members with concerns regarding a student or students in their class can make contact with any of the team members. The team members will then direct them to the Principal who will provide them with a Request for Special Services form. This document requires staff to indicate the reason for the referral, intervention to date and some additional comments. These referrals are then returned to the Principal for tabling at the weekly Wellbeing Team meeting. Students who are funded do not need to go through the Committee, unless there are exceptional circumstances. Any concerns regarding funded students go directly to the Inclusive and Diverse Learning Officer. The team looks at each referral and discusses various options and strategies which could be put in place. After the team meets, teachers will be provided with feedback, which will outline the reasons for the referral and include recommendations made by the team regarding the referral.

Discipline Policy

Discipline Policy & Initiatives Promoting Respect and Responsibility. The school uses a Positive Behaviours for Learning approach. The school does not sanction the administering of corporal punishment by anyone to enforce discipline at school.

Positive behaviours expected at St Patrick's are:

- Learn and Let Learn
- Speak to Please
- Right Time, Right Place, Right Thing.
- Play Fair, Show Care
- Be Safe

Promoting Positive Behaviour affirms and instils motivation in students to achieve their ultimate potential in all aspects of their school life. In implementing the opportunities for affirmation, staff will take into account the individual nature of the student to ensure that positive behavior is promoted at all times. Using the elements of fair process, positive relationships are modelled and developed.

Recognition of this affirmation can occur in a number of ways:

- Verbal and written affirmation
- Stickers and rewards
- Visiting other classes/teachers to share work
- Recognition through presentation of class awards
- Recognition through assembly awards and acknowledgement in the newsletter

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- Publication of work in school newsletter/displayed in office/posted on website
- Consultation with parents in informal discussions and P/T interviews
- Recognition by Principals
- Recognition of achievements in Eisteddfod, other performances, sport and any other external cultural activity

Anti-Bullying Policy

The school takes a strong stance on bullying and puts programmes in place to assist students and staff in recognising and dealing with incidents of bullying. During the year the school undertook under a number of programmes to assist staff and students in dealing with potential bullying, including taking part in the “Bullying No Way” Day. Two staff participated in Professional Learning in the U R Strong program which was then delivered to K-6 during PDHPE lessons.

Complaints and Suggestions Policy

Catholic Education Diocese of Wagga Wagga established a Complaints and Suggestions Policy which is implemented by all schools in the Diocese.

The Policy forms an important element in the Diocese’s commitment to ensuring safe and supportive environments for our school communities.

A community that is open to complaints and suggestions is characterised by signs of impartiality and confidentiality, respect for the dignity of those involved and is proactive in ensuring there is no fear of victimisation. The processes in the Complaints and Suggestions Policy are to ensure procedural fairness.

No changes were made to this document in 2019. A review of the policy will be undertaken prior to 2020.

Workplace Health and Safety

Each school is required to implement and comply with the Diocesan School System Workplace Health and Safety Management System (WHSMS). This system reflects the current statutory requirements for WHS and complies with the Australian Standard for WHS Management Systems. The WHSMS adopted by Catholic Education Diocese of Wagga Wagga Systemic Schools, is 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 relevant CEDWW personnel, are responsible for monitoring the school’s compliance with WHS legislation and to implement the management system in keeping with Catholic Education Diocese of Wagga Wagga Annual WHS Plan. External WHS system audits are conducted across a sample of schools each year to validate the implementation of the management system.

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Catholic schools in the Diocese of Wagga Wagga are committed to a safe and supportive environment. The principles, guidelines and procedures set out in the CEDWW policy documents of Pastoral Care, Student Wellbeing and Bullying and Harassment are the framework for school leaders, students, staff, parents and the wider community to develop a safe and supportive environment. The Diocesan Complaints Handling Procedure forms an important element in the Diocese's commitment to ensuring safe and supportive environments for school communities. No changes were made to these Diocesan documents in 2019.

In compliance with the **NSW Reform Act 1990**, corporal punishment is banned in all schools within the Diocese of Wagga Wagga.

Access to all policies and guidelines can be obtained by contacting [the school](#).

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Section 9: School Review and Improvement

Each year St Patrick's develops an Annual Improvement Plan (AIP) which identifies key priority areas for the given year.

Annual Plan 2019 St Patrick's Parish School, Albury

Improvements Targets that the school is seeking /Strategic Priorities	Performance Measures/ Targets with Timelines/ Milestones	Implementation Strategies/Activities/Tasks	Professional Learning Team members Lead Roles Delegations and Accountabilities	Key/Targeted Resources	Review Process and Measures
What do you want to improve? from the context in which the school operates; current student outcomes, current school practices, school review findings and recommendations and from the CSO's strategic plan	What is the evidence or indicators of improvement? How improvements targets will be measured.	What actions are required to progress the improvement target, the school's intended improvement strategy, planned changes to practice from research, NSIT, other schools	Who will be involved, who is accountable	Finances, personnel, facilities, professional development, CSO or community partnerships	Plans for reviewing the success of the school's improvement strategy .We will measure our performance by monitoring progress in: student/staff/parent data, milestones
Continue a focus on developing teacher capacity from K - 6 to design and implement effective teaching strategies and techniques for improved student learning in Maths. To <u>develop capacity</u> of all teachers to analyse formal data and use moderation of high quality 'for' and 'of' assessments to guide	100% of teachers will be using open ended tasks <u>using whole school delivery model by end of Term 1.</u> <u>By end of 2019</u> Maths sessions from K - 6 will be student focused and engaging based on current pedagogical	<ul style="list-style-type: none"> Observations of teachers currently using open ended model and support from TMT to implement model into teaching TMT working with year levels to design engaging units of work TMT working within Maths lessons from K-6 TMT promoting and modelling effective learning tasks and pedagogical practices Teachers write SMART goals to improve quality of teaching 	School Leadership team TMT All staff EMU specialist teachers	TMT EMU- support materials & intervention ACER- Resource centre CEDWW Literacy and Mathematics Framework K-10	Regularly reassess domains in MAI to record on tracking <u>tool</u> to ensure growth for all children <u>throughout year.</u> <u>MAI</u> <u>Increase number of students successfully completing the full MAI assessment.</u>

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<p>teaching to improve outcomes of all students.</p> <p>Target domain - to be determined after analysis of 2019 MAI.</p>	<p>practices.(all classes will be planning and delivering a daily balanced Maths hour as per CEDWW Literacy and Numeracy Framework.)</p> <p>90% of Year 5 & 6 students will complete the MAI with a growth point score of 6567 (with a priority focus on positive growth in Place Value.)</p> <p>90% of Year 3 & 4 students will complete the MAI with a growth point score of at least 5455 - with at least 25% completing at 6567 (with a priority focus on positive growth in Place Value.)</p>	<p>strategies based on professional readings</p> <ul style="list-style-type: none"> Collect, collate and analyse data together as a staff - MAI, PAT Maths Moderate assessment amongst year levels and stages to inform future direction of learning for each individual child Modify teaching to improve and target individual learning needs Using learning intentions and success criteria children set individual goals and receive specific feedback Regularly update class MAI tracking tool and use this to plan growth for individual students Regular targeted professional learning to increase understanding of data and its implications on student learning progress Parent learning sessions to support own child's mathematical learning - whole school and year levels Students & parents given specific information about Numeracy. 		<p>National Numeracy Learning Progressions</p> <p>Peter Sullivan</p> <p>Anne Gervasoni</p> <p>Jo Boaler</p> <p>Katherine Cartwright</p>	<p>Decrease number of vulnerable students in the MAI in Kinder and Year 1 and thereby decrease the need for EMU intervention.</p> <p>NAPLAN</p> <p>Decrease number of students working at/or below national minimum standard. Increase by 20% the number of students in Years 3 & 5 in the upper bands of NAPLAN Number strand.</p>
	<p>100% of Kinder students showing at least GP 1 in all four domains MAI</p> <p>Term 1 (1-6)</p> <p>Term 1 (K)</p> <p>PAT-M</p> <p>Term 4 (1-6)</p> <p>NAPLAN</p> <p>Term 2</p> <p>Domain:</p> <p>Determined by MAI results: increase by 10% the number of students 'on track' following completion of the MAI testing.</p>				
<p>To establish flexible learning spaces that enable collaboration, creativity and critical thinking.</p>	<p>Evidence in learning centres of a growth in professional knowledge & practice encompassing models of co-teaching</p>	<p>One day Growth Mindset Course with James Anderson to introduce staff to the concept of Growth Mindset. Ongoing professional development via video conferencing with James Anderson on embedding Growth Mindset.</p> <p>Continue to develop and improve the use of collaborative planning to design</p>	<p>All teaching staff</p> <p>School Leadership</p>	<p>James Anderson - Presenter</p> <p>Growth Mindset using funding from School Council.</p>	<p>Evidence in teachers' programs of Growth Mindset practices. (The nature of the evidence will be advised by James Anderson)</p>

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	incorporating a Growth Mindset. The expectation is that this would be evident by the end of Semester 1 2019.	<p>engaging units of work across the whole school.</p> <p>Continue to integrate the use of current technology.</p> <p>Participate in professional learning to improve teaching and learning practices by reviewing each others programs.</p> <p>Consolidate a common understanding of the models of co-teaching at St Patrick's.</p> <p>Engage in professional learning to increase shared knowledge and understanding of co-teaching and collaborative planning through sharing of successes and challenges.</p>			
Focus on improvement in student spelling as the first step in the overall plan to lift the school performance in teaching and learning in English over the next three years.	Students exceeding one calendar year growth on the South Australian Spelling Test (Years 2 - 6) Waddington (K - Year 2) during the	<p>All staff will implement Michelle Hutchison - 'Smart Spelling' in 2019. Kindergarten and Year 1 teachers will complete the online course that specifically targets the beginning years phonic development.</p> <p>The school, led by Leadership, will investigate and evaluate student data, with a view to identifying the needs of the school in the area of writing. Once we have this data we</p>	<p>School Leadership team</p> <p>All teaching staff</p> <p>Michelle Hutchison</p> <p>Whole school moderation of writing tasks involving SANA</p>	<p>Michelle Hutchison - online videos and resources</p> <p>Professional learning meetings</p> <p>Observation of teachers teaching using</p>	<p>Increase by 20% the number of students in Years 3 & 5 in the upper bands of NAPLAN Spelling.</p> <p>Improvement across the whole school in students ability to correctly represent unfamiliar words in their daily writing,</p>
	2019 year.	will explore options to address the identified needs.	and HSS using previous NAPLAN paper.	Smart Spelling.	that demonstrates transferring knowledge from formal spelling lessons to writing.

Improvement in practice in assessment for/as/of in learning in all learning centres, resulting in a range of quality formative assessment strategies embedded in the teaching programs across the school and developing a consistent approach to collecting and recording evidence of learning.	Record of moderation of common assessment tasks between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their student learning goals.	<p>Professional learning in the use of online progressions to effectively identify where students are and where they need to move to.</p> <p>Professional learning to interpret data gathered from the online progressions and how this leads to improvement in teacher practice.</p> <p>Professional learning in developing common assessment tasks, <i>for and of</i> learning.</p>	<p>School Leadership Team</p> <p>All teaching staff</p> <p>Dr Anne Ryan CSO</p> <p>Dr Lynn Sharratt</p>	<p>Online progressions in Numeracy and Literacy. Catherine Cartwright - webinars -on the Numeracy Progressions.</p> <p>Use of the ONCE Project capabilities to facilitate data recording.</p> <p>CEDWW Literacy and Numeracy Frameworks K - 10.</p>	Record of moderation of common assessment tasks between teaching colleagues to demonstrate students are receiving timely, consistent and efficient feedback aligned with their learning goals.
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Participation in experiences leading to continued faith formation of staff and students through the lens of Missionary Discipleship.	Students and staff will be exposed to the missionary work of the Church and how this impacts their daily lives. Through continuing faith formation of staff, they will be authentic models for students of Pope Francis' call to be "missionary disciples". (Evangelii Gaudium) Involve students in dialogue on the effectiveness and relevance of the Vision & Mission statement to their lives at St Patrick's.	Investigate and action ways in which our school can connect with our community to promote and be living examples of Missionary Discipleship. eg. regular Mercy Place visits, deliver Meals on Wheels, visit residents at Mercy Place Engage in dialogue to facilitate submissions to the Plenary Council 2020. Commence revision of St Patrick's Vision & Mission Statement.	REC All Staff	Students Father Joel Catholic Mission Faith & Care Team <u>CEDWW</u> Parents	Submission to Plenary Council completed and submitted. Staff engagement in community service through Meals on Wheels. Staff and student visits to Mercy Place.
Continued improvement in the Positive Behaviours initiative across the whole	Reduction in the number of	Professional learning to increase teacher's knowledge and understanding of inclusive	School Leadership team	Training of 'staff champions' in	Monitor the level of reporting of behavioural
school. Incorporated into this will be a focus on anti-bullying with an emphasis on addressing and upskilling children to manage cyber bullying. Build the resilience of the children by continuing the work begun in 2018 with the Resilience Project by introducing and implementing the <i>U R Strong Program</i> .	children referred for coaching. Moving to digital recording of incidents and monitoring of these by the Well Being Committee.	and positive interactions which support all students well being. To work with staff, parents and students to further develop their understanding of resilience. Continue and expand the work done by the Well Being Committee to embrace staff well being as a vital part of its work. Professional learning to complete online training in Child Protection, Workplace Harassment and preventing Cyber Bullying.	All teaching staff Students	U R Strong program. Refinement of the Google Sheet for reporting behaviours. Refreshing the Well-being Committee, reflect Co-Principal model and possibility of new staff representatives	incidents reported on the Google Sheet This will be achieved through graphing referrals. Monitor the level of referrals to Principals for behavioural matters, again to see decline.

EVALUATION:

Maths:

It was identified very early in the Year that:

- K-1 need to focus on Number Sense, Counting Collections and Choral Counting,
- Year 2 needed to continue to develop whole number skills rather than solely rely on Peter Sullivans Open Tasks and viewing this strategy as a resource rather than the program.

Also identified at the beginning of the year, was that using the MAI was not going to be a practical way of checking in, without over using the test. 'I can' Journal statements are being trialed as a short term tracking tool and the annual MAI data is being used to measure the effectiveness of this.

By the years' end, all classes were familiar with a Balanced Maths Hour and used multiple resources to achieve this.

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It was recognised that the Kindergarten and Stage 2 targets were too wide and the measuring tool didn't provide the required data in a timely fashion.

Flexible Learning Spaces: Frequent observations, walk throughs and professional dialogue between teachers and Leadership, determined that the current teaching and learning spaces have improved over time. Staff and students are collaborating and positively utilising these learning spaces. At times, noise level can be a challenge and ways to improve this are being worked on. Noise cancelling pin boards were installed in Year 1 classrooms and during 2019 Christmas holidays a wall will be knocked out in the Kinder space to provide another learning nook.

Staff are working with a growth mindset and this is evident from the language that is used around the learning centres and in staff conversations.

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St Patrick's Primary School, Albury



DOMAIN: CATHOLIC LIFE

Area for Improvement:

New Mission and Vision statement, encompassing the development of a School Prayer & song and renaming of the sporting house patrons

Evidence Informing Area for Improvement:

- **Statements are not visible in the school environment. No evidence to suggest that all stakeholders are aware of what these statements are.**
- **Current Vision statement very simplistic- two sentences. Second sentence written in the incorrect person-refers to our school as *it* rather than *we*.**
- **Current Mission statement does not refer to a Community of Stewardship.**
- **No evidence of a school prayer.**
- **Current House patrons history relates to Christian Brother's School not St Patrick's.**

Teaching Standards (where relevant): 7.3 Engage with the parents/carers

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
Review of the school's existing Vision and Mission Statements to determine to what degree they reflect our current ethos.	REC to lead the process	End of Term 1	Review to be presented to Leadership, School Council and Staff.	\$0
Establishment of four new sporting house names that reflect the Faith Story of St Patrick's Parish School, rather than the present, which represent solely CBC. Officially retire old houses and celebrate the emergence of new Houses.	REC to lead the process with support from leadership and staff, parents, CEDWW (Anne Ryan), Parish Priest & parish members	Term 1 2021	All stakeholders will acknowledge the relevance and contribution of the new patrons to the charism of St Patrick's Parish School. To have successfully researched and documented the historical significance of the four people to the development of St Patrick's Parish School.	\$1000 Production of new house banners
Should the review indicate that a new Vision and Mission is required, then the process to produce this will be undertaken with support from CEDWW, the parish and school Community.	REC to lead the process with support from executive and staff, parents, CEDWW (Sr Anne Hagan), Parish Priest	End of Term 2 2021	New Vision and Mission Statement to be launched to the School and Parish communities.	\$1000 - Framed posters to display in classrooms and around the school.

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In conjunction with the new Mission and Vision, to develop a St Patrick's Parish School prayer.	& parish members REC to lead the process with support from staff, students, Parish Priest & families.	End of Term 3 2021	New prayer which the whole school can pray daily.	\$1000 - Framed posters to display in classrooms and around the school.
In conjunction with the new Mission and Vision, to develop a St Patrick's Parish School song.	REC & AP to lead the process with support from staff, students, Parish Priest & families.	End of Term 3 2021	New song that is reflective of the ethos of the school.	\$1000 - Manuscript and audio tracks

DOMAIN: LEARNING AND TEACHING

Area for Improvement: The Learning Collaborative: English (Spelling ,Writing & Reading) and Mathematics

Evidence Informing Area for Improvement:

Spelling:

- Quantitative data from NAPLAN results, Waddington and South Australian spelling tests clearly demonstrate that students' spelling levels are not at "standard".
- Qualitative data from teacher observation is suggesting that children are not transferring spelling knowledge to the formal writing process.

Writing:

- NAPLAN Writing data over the past two years and the professional learning that the staff have undertaken with the moderation of writing samples, both across stages and across schools.

Reading: As a result of the work that has been completed under the Sharratt Project in the creation of Data Walls for reading, we have identified that we have students both below and exceeding expected levels.

Mathematics:

- MAI and PAT data shows that expected growth in Counting, Place Value and Addition & Subtraction is not being achieved.

Teaching Standards: Teaching Standards:

3.2 Plan, structure and sequence learning programs
 3.6 Evaluate and improve teaching programs
 5.2 Provide feedback to students on their learning
 5.4 Interpret student data. 6.3 Engage with colleagues and improve practice.

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Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
<p>Focus on improvement in student spelling as the first step in the overall plan to lift the school performance in teaching and learning in English over the next two years. The staff in August 2018 completed the Michelle Hutchinson Smart Spelling Programme.</p> <p>Maths: K-3 I can journals for the data wall-statements are taken straight from the syllabus, using the outcomes and content from Whole Number and Addition & Subtraction.</p> <p>Teachers will attend bi termly check ins with their students and make appropriate growth step changes on the wall. A digital formal tracking tool has been developed, to enter all formal records, including the new wall steps. STEPS= (at a minimum) Kinder = 1,2,3, Year 1= 4,5,6, Year 2= 7,8,9, Year 3 = 10,11,12 and so on. The formal tracking tool also includes ACER PAT scale scores, NAPLAN and MAI data records for each student K-3. This will be trialled in 2020 if successful we will continue to add from Kinder 2021.</p> <p>Years 3-6 I can statements taken straight from the syllabus, using the outcomes and content from Whole Number and</p>	All teaching staff	End of 2020	<p>Students exceeding one calendar year growth on the South Australian Spelling Test (Years 2 - 6) Waddington (K - Year 2) during the 2020 year.</p> <p>All students will continually show positive growth (evidenced on data wall) in Whole Number and Addition & Subtraction strands. This will be measured in K-6 through bi-termly check ins with the Students and their 'I Can journals'. All students, at a minimum, will achieve their personalised 'I can statements'. This will be evidenced by at least 80% of the 'I can statements' achieved.</p> <p>Annual MAI data in Counting, Place Value and Addition and Subtraction will be used to measure the effectiveness of</p>	<p>\$0</p> <p>\$250</p>
<p>Addition & Subtraction. Data tracking to be kept securely in classrooms.</p> <p>Writing Focus on improvement in students writing by continuing with moderating and plotting work samples on data wall. Investigate an online resource such as 'Bright Path' as an alternate tool for tracking writing growth over time and to use the linked Teacher Resource portal to inform and guide explicit teaching to facilitate growth.</p> <p>Reading Teachers will scan the 2019 PAT Reading data to identify the bottom third of each year level. Leadership will select two year levels to trial either the PM or Fountas & Pinnell Benchmark kits to attain accurate diagnostic information. Following group case management meetings, design teaching & learning and support structures for intensive/explicit intervention of identified students. Align with levels recommended by the work of Belinda Brereton in linking PM Benchmarks and Fountas & Pinnell.</p>	<p>Leadership team in conjunction with all staff</p> <p>Leadership and Years 2-6 teachers</p>	<p>End of 2020</p> <p>By the end of Term 1, 2020, students in the trial will have been identified, and by the end of 2020</p>	<p>the I Can journals in Whole Number and Addition and Subtraction.</p> <p>Best Practice</p> <p>Using the NSW syllabus as a guide, the majority of students will be at expected level. We would anticipate evidence of growth in student writing at whole text, sentence and word level. This will be reflected in positive movement on the writing data wall.</p> <p>Ongoing regular monitoring will evidence increased growth in literal, inferential and evaluative comprehension skills.</p> <p>All identified students' results in PAT testing will be compared to the 2019 results to establish</p>	<p>\$1000</p> <p>\$1000</p>

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Amendment: Jan 22nd, 2020: Year 4 teachers will use Fountas and Pinnell with all students. This data can then be used in conjunction with Year 3 NAPLAN, PAT data and Year 5 NAPLAN in 2021.		analysis of the improvement will have taken place. This will inform the practice for 2021.	growth patterns.	
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DOMAIN: COMMUNITY AND WELLBEING

Area for Improvement: Wellbeing

Evidence Informing Area for Improvement:

Staff Well Being Diocesan initiative instigated as a result of survey of staff. Need identified within the school as a result of tragedies suffered by the school in 2019.

Students Well Being Continuation and development of programs introduced in 2018 and 2019 to improve student resilience. Anecdotal evidence from classrooms and playground noted that students are having difficulty with friendship groups and effectively dealing with instances of "being mean on purpose" and "friendship fires."

Teaching Standards (where relevant)

- 1.1 Physical, social and intellectual development and characteristics of students
- 3.5 Use effective classroom communication
- 4.3 Managing challenging behaviour
- 4.4 Maintain student safety
- 7.2 Comply with legislative, administrative and organisational requirements.

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
NESLI Staff Wellbeing Toolkit [Program for Staff]	Trent Perczyk	Ongoing	Ongoing dialogue between staff around content covered in the Toolkit.	\$0
UR Strong: This program commenced in 2019. It aims to enhance the social-emotional well being of children through friendship skills	Fiona Robertson & Lea Scammell	Term 1	Less referrals through our Positive Behaviours for Learning program as students learn to navigate and solve friendship issues.	\$0
Seasons For Growth	Fiona Robertson & Fiona Davis	Terms 2 & 3	Identified students will be helped with dealing with grief and loss.	\$100
Blue Earth is about positive participation experiences that develop skills and motivation to embed lifelong healthy habits for Aussie kids to play, jump, run and generally be more active.	Dylan - Diocesan Project	Two grades for Term 1/2/3/4.	Students will develop mindfulness and resilience and invaluable skills for all children to have. They will develop improved social skills and healthy, active attitudes in the classroom and in the playground.	No cost to school

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Section 10: Parent, Student and Teacher Satisfaction

Parents are the primary educators of their children and are always welcome at the school. The opinions and ideas of parents, students and teachers are valued. Their suggestions are considered in school planning processes. This year St Patrick's Parish Primary School used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

St Patrick's Parish Primary School Council consists of 10 parent representatives, the two Principals and the Parish Priest. Meetings take place on the 2nd Wednesday of the month.

There are several parent sub committees which are:

- maintenance/gardening,
- fundraising, social, and
- fete.

Parents may self nominate. These sub committees meet on an as needs basis.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
	X	

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

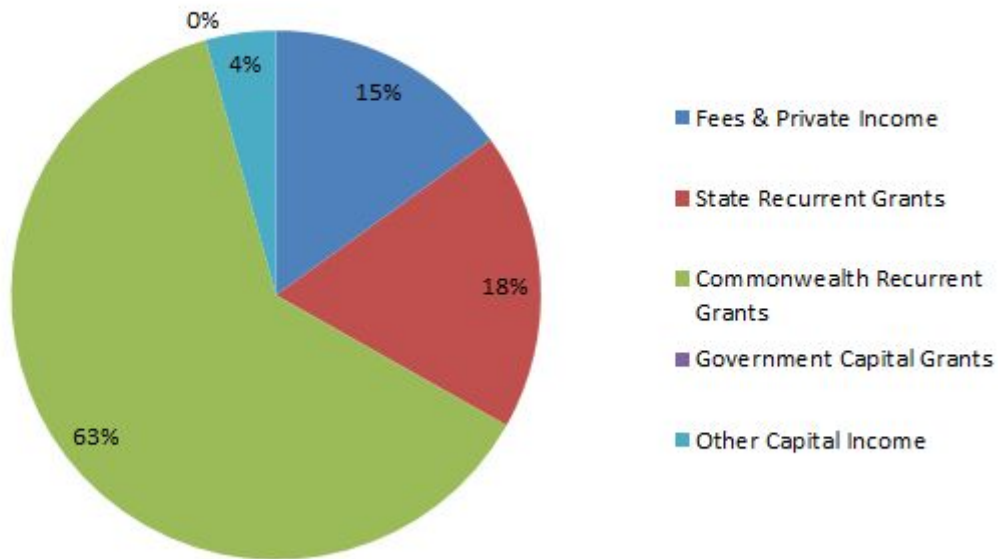
Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

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Financial Report

School Income



School Expenses

