

2020 Annual Report

Primary



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2020 Primary Annual Report

About this Report

St Patrick's Parish School, Albury is registered by the NSW Education Standards Authority. Catholic Education Diocese, 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 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, Wagga Wagga. This report has been approved by Catholic Education Diocese, Wagga Wagga and in so doing, acknowledges that **St Patrick's Parish School, Albury** 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 School** newsletters and other forms of communication. Further information about **St Patrick's Parish 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 Principal

This year proved to be a year like no other. The first few weeks started smoothly at a school level with all adjusted to the new school routines. A few changes in leadership at a diocesan level saw an Interim Board of Management take stewardship of Catholic Education Diocese of Wagga Wagga (CEDWW) leadership until Elizabeth O'Carrigan was employed as the Acting Director during Term 2. At the end of May we were excited to learn that a new bishop has been appointed to the diocese. A long process resulted in Bishop Mark Edwards being appointed to the position.

Week 4 saw the challenges at a school level commence. Co-Principal, Rob Unsworth, went for a routine medical check up which resulted in an immediate triple heart bypass. After many weeks of recuperation and sick leave he commenced his planned transition to retirement and took on a part time position with CEDWW leaving me to act solo.

The support shown by the whole school community at this time was overwhelming allowing me to take on this role with confidence and without fuss. The transition was smooth and little did I know that a worldwide pandemic was hiding just around the corner. Various restrictions were implemented from 15th March with borders closing on 20th March. St Patrick's Day celebrations were the first of many school events to be cancelled. Assemblies, excursions, sporting events and fundraising events were taken off the agenda. Vocabulary, such as social distancing, unprecedented, navigate and sanitise became frequent in our everyday conversations.

The end of March saw the school closed and open only for those students who were children of essential workers. During this closure, on-site attendance rates ranged from 10–25. The ensuing weeks saw all adjusting to new ways of working, learning and staying connected. With little notice, teachers transitioned lessons and student wellbeing to a learning from home environment. Parents adapted to the role of teacher. Whilst this was a challenging time, it showed how committed and connected we are as a community. Week 1 and 2 of Term 2 saw learning at home and with Week 3 seeing a gradual return, using House colours. Initially, there was some apprehension as to how this would work, however, the flexibility of both staff and families ensured this proceeded with minimal issues. Moving forward, COVID-19 presented many restrictions, including a border closure, yet school life and learning continued uninterrupted. I would like to publicly thank both staff and families for their patience, understanding, commitment and willingness to work together for the betterment of the students.

The COVID-19 interruptions reminded us of the importance of maintaining mental health. During the school closure, Wednesdays became known as Wellbeing Wednesday, with the daily focus of wellbeing for all stakeholders. Following from this, a component of the 2021 Annual Improvement Plan (AIP) focuses on Wellbeing ensuring that everyone feels safe and supported.

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Whilst COVID-19 and the restrictions surrounded us, staff remained committed to the children's learning, their own professional learning and in particular, working with the Learning Collaborative which is a huge focus in the school's Annual Improvement Plan. Data walls were maintained, tracking student growth in reading, writing and Maths, and the use of Learning Intentions and Success Criteria became an expectation in Mathematics and English. This work will continue into the coming years, ensuring a collaborative working environment to improve the learning outcomes for all students.

Work commenced on reviewing and renewing the school Vision and Mission Statement, another component of the AIP. Professional learning was led by Vince Powell from CEDWW, providing a clear understanding of future direction. A steering committee was formed and a timeline has been established, with a hope of launching this at the commencement of the 2021 school year.

The Sacramental Program was interrupted, with all sacraments being celebrated during Term 4. Whilst masses were unable to be celebrated during the year, the school was well supported by Father Joel and when guidelines allowed, he was very present in the school. Jane Fawcett, in her role as REC, ensured that teachers were well equipped to celebrate liturgies in their classrooms and keep worship alive. The relationship with the parish and Father Joel is valued and we thank him for his genuine care and guidance.

Whilst the year provided many challenges and saw the cancellation of routine events, it also brought with it new ways of thinking and doing things. The introduction of Zoom allows for flexibility when required to attend meetings, IT skills developed and we learnt the importance of slowing down when not well and taking the time to recuperate. Having time at home with our families and not having the freedom to visit loved ones reminded us of the importance of staying connected. School closure allowed children to realise how much they actually enjoy coming to school and the restrictions highlighted the fact that nothing should ever be taken for granted.

COVID-19 restrictions meant that there weren't any opportunities for parents to volunteer their time in any capacity. This was most disappointing and we are hopeful that guidelines will gradually lift, ensuring that more involvement can occur. A big thanks to the School Council volunteers who continued to offer me their support through monthly meetings via Zoom. In particular, I would like to acknowledge the work of Leah Wiseman who has been so giving of her time through extra meetings with myself and being part of staff recruitment and the interview processes. Leah will be standing aside this evening as she and her family relocate to be closer to her parents and siblings. Thanks to Shane Walters, who after a number of years, will also offer his resignation at tonight's meeting.

September saw the recruitment process for a permanent Principal at St Patrick's and I was fortunate to secure the position. I am most grateful for the opportunity to lead such a connected, supportive and vibrant community and am excited to see what the coming years bring.

Again, I'd like to thank everyone for their support and commitment and look forward to the successes and challenges that 2021 will bring.

Liz Johnston, Principal

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Message from the Parent Body

Like everything else, the School Council was certainly different in 2020. Meetings were conducted via Zoom as we were unable to meet in a group or attend school grounds. On-line format didn't stop robust and important discussion around issues key to the school and we were able to support Liz and the teachers as best we could, given the circumstances.

On behalf of the School Council I would like to acknowledge the effort, energy and flexibility the school demonstrated during COVID-19 and specifically the move to home schooling . There is no doubt that St Pat's shone during an unprecedented and stressful time as we were reminded daily how lucky we are to be part of this school community. Teachers swiftly adopted an online learning approach and dealt with multiple changes and last minute decisions around what was possible in terms of children's attendance at school.

The council were keen to support Liz and staff to ensure that 2020 was still an exciting and memorable year for all children, especially the Year 6 students. The Year 6 year at St Pat's is full of traditions, most of which were unable to happen given social distancing requirements. The school funded personalised tiles for the Year 6 students, teachers pulled together a Year 6 production in record time and adapted the final week clap-out and social gatherings to ensure this time was special for the Year 6 students.

We were pleased to support continued developments in the aesthetic and functionality of the schoolyard. Without the option to contribute through working bees these improvements were largely due to the efforts of groundsman Dan Hibberson and his crew from Jindalee Ag.

Last year a fete survey of St Pat's families was conducted, which yielded an excellent response rate. Survey results indicated that we should move forward with a different spin on some much loved St Pat's traditions. On a Sunday in March 2021 the fete will take on a St Patrick's Day theme.

Fr Joel and I had the pleasure of being involved in the recruitment of the St Pat's Principal resulting in the appointment of Liz Johnston. This was a popular decision for the council and the community. We are so excited to have Liz at the helm in a permanent capacity.

I am pleased to handover Chair responsibilities to Shaley Bush, who will be well supported by an energetic and innovative council in 2021

Leah

Message from the Student Body

Good evening ladies and gentleman, I am Lilly Baranyay, 2020 School Captain. It's an honor to be giving this speech today. Looking back on all these years we've spent together, I've realised how lucky we are to have each other.

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I remember when we started Kinder and Year One, the craze was all about loom bands and furbys, then when we went into Year Three where we were all obsessed with fidget spinners and slime. I feel bad for the parents and teachers when slime was trending. It got everywhere and was a pain to clean up. In Year 5 and 6 we were, and still are, engrossed in Tik Tok. Looking back we had a lot of trends for all the different years.

When I repeated Year Two, I was nervous to meet new people but as soon as I stepped into the classroom, I was welcomed straight away. This grade has been most welcoming and kind, which makes it hard to say goodbye. Like Dr Suess once said, *'Don't cry because it's over, smile because it happened.'*

Recently I looked up our Vision and Mission Statement. One of our assertions is supporting the use of technology as a tool for learning and teaching. I feel we have excelled in this (hit the woah).

In all seriousness, this school has stayed true to its statements and has taught all of my peers, including me, things that we will keep with us for the rest of our journey throughout our lives.

We started this year excited with high hopes for Production and Camp, then fears of Covid crept into the front of our minds. By the time Term 2 came around Covid was a reality and we got locked away inside our homes with our families, we saw our friends and teachers on Zoom and started to learn online. In Term 3 we were still locked away but Covid was beginning to diminish. We went back into school where we could finally see our friends, Covid was almost gone completely but then the 2nd Wave hit. Victoria's cases sky-rocketed and they immediately locked down the State and suddenly our Victorian friends were getting to school late. Term 4 came around and things were getting back to normal but then the sad news came, that camp had been cancelled. Our hopes of production were still alive, our script had been chosen, then the production was changed to acting not a musical. 'Professor Thyme and the History Mystery' was the new play name.

COVID has affected us all this year, it has cancelled many sporting events that we love to do such as Dioceason trials, Mackillop trials and CPSBC. Our musicians had to lay down their instruments, dancers were told to stop and our weekly sports no longer existed. Now as the days tick by our journey at primary school is just about to end and a new adventure is just around the bend.

As Joe Girard once said *'The elevator to success is out of order. You'll have to use the stairs . . . one step at a time.'* We have just taken a few steps in our journey through life. There are still multiple steps left before we reach the top of the staircase.

We would like to thank the teachers and the staff of St Patricks, for helping us and giving us a great education. We would also like to thank our peers and all the parents for supporting everyone throughout our primary school years. Our parents have supported us to a great extent this year. It's the little things we have to be grateful for. St Patricks has given us memories we can hold onto for the rest of our journey. We wish the best for everyone as they start new chapters in their lives, thank you.

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Section 2: School Features/Context

St Patrick's Parish School is a co-educational K-6 primary school located in central Albury. The school at the time of writing of the report, has an enrolment in excess of 435 students, who come 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 St Brigid's, the first religious school 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 they 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 school's four sporting houses are named after three Christian Brothers: Doran, Davitt and Carroll and Father Slattery who helped in the construction of St Patrick's Church. The school continues to do charitable works, following the traditions that the Mercy Sisters taught us all those years ago.

Today St Patrick's is a modern progressive primary school which ministers in the footsteps of its founders. A contemporary education within the framework of a shared Christian Praxis is provided.

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Section 3: Student Profile

The school caters for co-educational Kindergarten to Year 6 students.
The following information describes the student profile for 2020:

Girls	Boys	LBOTE*	Indigenous	Total
202	223	18	11	425

*Language background other than English

1. Enrolment Policy

Catholic Education Diocese, Wagga Wagga has established an Enrolment Policy. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga. The policy has been developed in the context of government and system requirements. Children from families who are prepared to support the ethos and values of the Catholic Church may be considered eligible for enrolment.

Copies of this policy and other policies in the report may be obtained from the Catholic Education Diocese, Wagga Wagga website or by contacting the Catholic Education Diocese, Wagga Wagga or by contacting the school directly. [\(Link to CEDWW Webpage\)](#)

2. Student Attendance and Retention Rates

Year	Attendance %
Kinder	94
Year 1	94
Year 2	94
Year 3	93
Year 4	94
Year 5	91
Year 6	93

The average student attendance rate for 2020 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. While 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.

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

- 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.
- Implementing programs and practices to address attendance issues when they arise.

The Principal is 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.
- Documented plans are developed to address the needs of students whose attendance is identified as being of concern.
- The Director of Catholic Education Diocese, Wagga Wagga or designated Catholic Education Diocese, Wagga Wagga officer is provided with regular information about students for whom chronic non-attendance is an issue and for whom school strategies have failed to restore regular attendance.

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Section 4: Staffing Profile

There are a total of 34 teachers and 8 support staff at (School). This includes 22 full-time and 12 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	1
Proficient	33

Percentage of staff who are indigenous	0%
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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 in service courses, meetings, conferences and a range of professional learning programs provided by the Catholic Education Diocese, Wagga Wagga.

Despite the interruption of COVID-19, a strong focus was maintained on the Learning Collaborative initiative. Using classroom assessments and observations, Data Walls were created and maintained in the areas of Reading, Writing and Mathematics. Staff revisited Lyn Sharrat's 14 Parameters with a particular emphasis on Parameter #3; Quality Assessment Informs Instruction. Professional Learning also focused on the Assessment Waterfall Chart and an expectation of Learning Intentions and Success Criteria in Mathematics and Writing was introduced. In Mathematics, teachers in Years 3–6 created 'I Can' statements using the syllabus, enabling the students to demonstrate their knowledge of concepts covered.

In the area of Catholic Identity, work commenced on the renewing of the school's Vision and Mission Statement. Professional learning was centred around the core components of these statements and recognising the charisms of the school community.

The interruption caused by COVID-19 at the end of Term 1 and the commencement of Term 2, saw students at home and professional learning centring around home learning and the IT platforms required. This meant that the whole days originally allocated for professional learning were cancelled.

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Section 5: Catholic Life and Religious Education

Catholic Schools have a unique role in the evangelising and educating mission of the Church. St Patrick's Parish School follows the Wagga Wagga Diocesan Religious Education curriculum, *Sharing Our Story*.

Catholic Heritage

St Patrick's Parish School, as the educational arm of the Church in the Parish of St Patrick's, Albury, aspires to realise the new evangelisation of the Church by providing opportunities for children to experience personal encounters with Jesus and develop an understanding of Jesus' great love for them. We carry on the work of the founding religious orders, the Sisters of Mercy and the Christian Brothers, as missionary disciples.

Liturgical Life of the School

The Liturgical life of the school was severely disrupted by COVID-19 restrictions. Opening School Mass was celebrated on 14th February. This Mass was well attended by parents and we gathered after Mass as a parish/school community with Fr Joel to share lunch. This is one example of the connection between the parish and the school. A Parish/School Mass was held on Saturday 29th February. Students were the lectors and sang in the choir.

Unfortunately, as COVID-19 struck on the eve of St Patrick's Day, this was the last Mass celebrated as a school community until the End of Year Mass on the last day of the school year.

From late in Term 3, Fr Joel came to the school for masses in the classrooms and the children in Years 3–6 received the sacrament of reconciliation in small groups in the church.

During the COVID-19 restrictions, teachers celebrated important feast days with their classes using prayer and scriptural resources provided to them by the REC.

Sacramental Programs were taught in classrooms later in the year and all sacramental liturgies, first reconciliation, first Eucharist and confirmation, took place during Term 4.

Staff and Student Faith Formation

The staff of St Patrick's engage in faith formation and professional learning to deepen their understanding of the mission and purpose of Catholic education and further develop skills and understandings of the RE syllabus.

The REC met with each year level cohort of teachers in Term 1 to review/introduce the incorporation of the Shared Christian Praxis movements in the planning of RE units of work. Resources were also shared that assist in breaking open the word of God with students. The staff engaged in a Spirituality Day focused on Pope Francis' encyclical, *Laudato Si*. Staff, as individuals and as members of the school community, local community and global community, reflected on their role in caring for the earth and the poor.

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Social Justice

During Lent and Catholic Mission Month (October), the school community learnt about the needs of neighbours around the world who live in poverty and suffer injustices. Fundraiser activities are a key focus during these periods, however, usual means of raising money were restricted by COVID-19. Efforts were made and significant funds were sent to Project Compassion, Catholic Mission and to sister schools in Uganda; St Joseph's Primary and St Bruno's Secondary.

Professional Learning in Catholic Life and Mission

The major focus in the AIP Catholic Life domain in 2020/2021 is to renew the Vision and Mission Statement as well as to institute new house patrons and a school prayer and song. Staff engaged in four sessions of professional learning, two of which were via Zoom with Vincent Powell from the CEDWW Faith and Care team. This professional learning will continue throughout 2021.

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Section 6: Curriculum

St Patrick's provides an educational program based on and taught in accordance with the NSW Education Standards Authority (NESA) syllabuses for Primary Education. The Key Learning Areas (KLAs) are English, Mathematics, Science and Technology, Human Society and Its Environment, Creative Arts and Personal Development, Health and Physical Education. Each KLA is delivered as required for Registration and Accreditation under the Education Act 1990 (NSW) and school's implement the Religious Education Syllabus requirements for the Catholic Education Diocese, Wagga Wagga.

Years 4 and 5 continued to 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. During COVID-19, these lessons were provided online as instructors were not permitted on site.

This year's instrumental program commenced with 70 students, however, these numbers reduced significantly due to COVID-19. Lessons ceased for a period of time and then recommenced via Zoom. Whilst not as effective as face to face, it still allowed students an opportunity to learn the art of playing. Further restrictions meant that lessons had to cease.

Through a diocesan funded initiative, 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 participated, in small groups, in Quicksmart Numeracy. This is an intensive program to assist students with targeted areas of Mathematics.

Year 1 students were 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.

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

The role of Maths Focus Teacher (MFT) was introduced this year. The purpose of the role is to support continued whole school approaches to the teaching of Mathematics, with a focus on Years 3–6. The MFT ensures that the school collects K–6 data using the MAI and other forms of data and the subsequent analysis and use of this data to inform teaching and learning. The MFT has responsibility for the professional learning and development in Mathematics to build teacher capacity within the school. The role also involves completing the Monash University Extending Mathematical Understanding (EMU) Middle Years (3–6) Specialist Teacher Course and running this program in Years 3–6. The MFT works closely with EMU Early Years intervention teachers to support vulnerable students.

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

Due to the COVID-19 pandemic, NAPLAN testing was not carried out in Australian schools during 2020.

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Section 8: Pastoral Care and Well Being

Pastoral Care / Academic Care / Well Being

The Pastoral Care/Wellbeing Team Committee is composed of the Principal, Assistant Principal, Religious Education Coordinator, Chaplain, Inclusive and Diverse Learning Officer, Centacare Well-being practitioner and two staff appointed representatives.

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. The team meets weekly on a Tuesday morning.

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 Wellbeing referral form on Compass. This document requires staff to indicate the reason for the referral, intervention to date and some additional comments. These referrals are then submitted 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 are provided with feedback, which will outline the reasons for the referral and include recommendations made by the team regarding the referral.

Discipline Policy and Initiatives Promoting Respect and Responsibility

The school uses a Positive Behaviours for Learning approach and does not sanction the administering of corporal punishment by anyone to enforce discipline.

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.

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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
- 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. Through the PDHPE curriculum, the U R Strong approach is used. This encourages students to build healthier relationships together. The Positive Behaviours for Learning approach also promotes healthy relationships and allows students to reflect on their words and actions. At all times, the school uses a restorative approach when dealing with conflict.

Complaints and Grievances Resolution Policy

Catholic Education Diocese, Wagga Wagga has established a Complaints and Suggestions Policy which is implemented by all schools in the diocese. The implementation of this policy is monitored by the Catholic Education Diocese, Wagga Wagga.

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 the Catholic Education Diocese, Wagga Wagga Systemic Schools has been designed to address general health, safety and welfare matters and also to take account of specific issues that apply to school communities. The management system supports the provision of a safe and supportive environment for all students as well as taking into account the health, safety and welfare of staff, visitors and contractors to the school site.

Principals, in consultation with the relevant CEDWW personnel, are responsible for monitoring the school's compliance with WHS legislation and to implement the management system in keeping with the Catholic Education Diocese, 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 policy documents CEDWW of Pastoral Care, Student Well Being, 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 2020.

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 Office.

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Section 9: School Review and Improvement

Each year St Patrick's Parish School develops an Annual Improvement Plan indicating the intended key improvements for student learning outcomes. The plan is drawn from the Catholic Education Diocese of Wagga Wagga Annual Improvement Plan.

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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)
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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 2020	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	<p>All stakeholders will acknowledge the relevance and contribution of the new patrons to the charism of St Patrick's Parish School.</p> <p>To have successfully researched and documented the historical significance of the four people to the development of St Patrick's Parish School.</p>	\$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 & parish members	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.	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.

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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>	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 the I Can journals in Whole Number and Addition and Subtraction.</p>	<p>\$0</p> <p>\$250</p>

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<p>Years 3-6 I can statements taken straight from the syllabus, using the outcomes and content from Whole Number and Addition & Subtraction. Data tracking to be kept securely in classrooms.</p>			Best Practice	
<p>Writing Focus on improvement in students' writing by continuing with moderating and plotting work samples on the 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>	Leadership team in conjunction with all staff	End of 2020	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.	\$1000
<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</p>	Leadership and Years 2-6 teachers	By the end of Term 1, 2020, students in the trial will have been identified, and by the end of	<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</p>	\$1000

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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.		2020 analysis of the improvement will have taken place. This will inform the practice for 2021.	the 2019 results to establish 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.

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Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)
<p>NESLI Staff Wellbeing Toolkit [Program for Staff]</p> <p>UR Strong: This program commenced in 2019. It aims to enhance the social-emotional well being of children through friendship skills</p> <p>Seasons For Growth</p> <p>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.</p>	Trent Perczyk	Ongoing	Ongoing dialogue between staff around content covered in the Toolkit.	\$0
	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
	Fiona Robertson & Fiona Davis	Terms 2 & 3	Identified students will be helped with dealing with grief and loss.	\$100
	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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DOMAIN: LEADERSHIP AND STEWARDSHIP

Area for Improvement: N/A

Evidence Informing Area for Improvement:

Teaching Standards (where relevant):

Actions to be Implemented	By Whom?	By When?	Evidence of Impact	Budget Allocation (if applicable)

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COVID-19 slowed processes down and work and time-frames need to be carried over to next year, however, work commenced in each of the domains.

Catholic Life — work commenced in Term 3 on the renewing of the Vision and Mission Statement. Vince Powell led staff through two PL sessions and staff now have a clear vision of where to next. A steering committee was formed and will lead the process, guided by the REC and Principal.

LEARNING and TEACHING — aspirations in this area were revised due to COVID-19. K–2 teachers successfully set up and maintained a data wall in the area of Reading. PM benchmarking was used and reading behaviours and strategies were also plotted on the data wall. Years 3 and 4 were introduced to the *I Can Journals* in the Number strand of Mathematics. These statements were taken from the Maths syllabus and written in child friendly language. These were used as a way of tracking achievement and growth in Number. Data collected was then compared to student achievement in the Maths Assessment Interviews (MAIs). This was then evidenced on the data wall. Years 5 and 6 focused on Writing. Common assessments were completed, and using syllabus content and the Creating Texts section of the National Progressions, student achievement was tracked over time. This is all still work in progress and this journey will continue in 2021. The plan to implement Fountas and Pinnell did not go ahead and has been carried over.

WELLBEING — staff completed the NESLI wellbeing toolkit which reinforced the importance of looking after ourselves. This focus was also most important during lockdown and flowed into the work completed with students. During home learning, each Wednesday was called Wellbeing Wednesday where the focus was the wellbeing of both staff and students. The U R Strong program continued within the Health/PD program, equipping students with skills in friendships and how to manage these.

Priority Key Improvements for 2021

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DOMAIN: CATHOLIC IDENTITY AND MISSION			
<p>Catholic Identity and Mission is expressed across the following interrelated and mutually reinforcing components:</p> <ul style="list-style-type: none"> • A systematic and comprehensive Religious Education Curriculum and Pedagogy • Prayer, Liturgy and Sacramental Life • Permeation of Catholic Values • School, Parish and Parents in Partnership • Spiritual life of the school • Evangelisation and Social Justice 			
<p>System Goals</p> <ol style="list-style-type: none"> 1. A shared understanding of the vision, mission and purpose of Catholic Education 2. An intentional and systematic framework for faith formation 3. Effective teaching practices and pedagogies in which the learners are active participants who are engaging their whole person ('head, heart and hands'). 4. Engagement with schools and parish communities 			
<p>Areas for Improvement: New Mission and Vision statement, encompassing the development of a School Prayer & song and renaming of the sporting house patrons</p>			
<p>Evidence Informing Each Area for Improvement:</p> <ul style="list-style-type: none"> • 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 is 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. 			
<p>Teaching Standards: 7.3 Engage with the parents/carers</p>			
Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
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Review of the school's existing Vision and Mission Statements to determine to what degree they reflect our current ethos.	REC and Vision and Mission Team to lead the process	Completed at the end of 2020.	Regular meetings will have allowed all staff to unpack the current Vision and Mission, and identify
The re-writing of the school's Vision and Mission.	REC to lead the process with support from executive and steering committee, parents, CEDWW (Sr Anne Hagan/Vince), Parish Priest & parish members	By the end of Term 2 2021 ready to be launched in Term 1, 2022	All stakeholders will be able to articulate how the new statements will look. The new statements will be written and presented to the school community by the end of Term 3, 2021.
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, Parish Priest & parish members	By the end of Term 4 2021, ready to be launched in Term 1, 2022.	To have successfully researched and documented the historical significance of the four people to the development of St Patrick's Parish School. All stakeholders will acknowledge the relevance and contribution of the new patrons to the charism of St Patrick's Parish School.
In conjunction with the new Mission and Vision, to develop a St Patrick's Parish School prayer.	REC and the Vision and Mission team to lead the process with support from staff, students, Parish Priest & families.	By the end of Term 4 2021, ready to be launched in Term 1, 2022	The new prayer and song will be visible throughout the school. The school prayer will be recited on a daily basis.
In conjunction with the new Mission and Vision, to develop a St Patrick's Parish School song.			

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DOMAIN: LEARNING AND TEACHING

Learning and Teaching encompasses: Curriculum, Pedagogy, Literacy and Numeracy, Teacher Practice, Professional Learning, Assessment and Reporting, Student Achievement, Student Wellbeing for Learning and Student Diverse Learning Needs.

System Goals: (consider goals appropriate to sector i.e. primary/secondary)

1. To build teacher capacity to deliver quality writing instruction in Early Years, Stage 1 and Stage 4 cohorts through:
 - a. Improved collaborative planning, focusing on analysis of student performance and identification of targeted writing strategies specifically oral language development in K-1 or the use of academic language in Stage 4.
 - b. Use of data to inform the development of high impact teaching and learning strategies using assessment **‘for and of’** learning to craft precise responses to student and cohort needs.
2. Use of data to inform differentiated teaching of Mathematics in years 3 to 6.

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

Evidence Informing Each Area for Improvement:

Writing:

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

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.

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: Teaching Standards:

3.2 Plan, structure and sequence learning programs

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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.

The Learning Collaborative System Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14.

School Parameters: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)
<p>English: To update the current Scope and Sequence allowing for all staff to have a common understanding of the purpose of Scope and Sequences, and ensuring learning is sequential.</p> <p>Writing:</p> <p>To build teacher capacity to deliver quality writing instruction from K-6 through:</p> <ul style="list-style-type: none"> → Improved Collaborative Planning, focusing on analysis of student performance and identification of targeted writing strategies specifically on oral language development in K-1. → Use of data to inform the development of high impact teaching and learning strategies using assessment for and of learning to craft precise responses to student and cohort needs. 	<p>All staff, led by Leadership & Literacy Instructional Coach</p> <p>Literacy Instructional Coach, all staff</p>	<p>mid 2022 (depending if new syllabus becomes available)</p> <p>end of 2021</p>	<p>The development of a new Scope and Sequence document.</p> <p>We will have regularly planned meetings and opportunities for co-development of common assessment tools providing:</p> <ul style="list-style-type: none"> → Regular evidence based feedback of performance. → Development and assessment of descriptive feedback to improve student learning and performance in writing. → Co-created curriculum-based examples to reduce variation in practice. → Teachers, Leaders and Students will be able to articulate what they do to improve student achievement in writing and why they lead, teach and learn the way they do, including how this supports improved student performance. → use of the Waterfall Chart.

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<p>Reading</p> <p>Early Stage 1 and Stage 1 teachers will continue using their Running Record data and CEDWW K-2 Benchmark Reading Levels in order to plot/monitor children on the Data Wall.</p> <p>Stage 2 and 3 teachers will scan the 2020 PAT Reading data to identify the below/at and above students of each year level. They will use the Fountas & Pinnell Benchmark kits to attain accurate diagnostic information. Following group case management meetings, design teaching & learning and support structures for intensive/explicit teaching.</p> <p>Maths</p> <p>Teachers will attend check ins with their students each term and make appropriate growth step changes on the wall. The digital formal tracking tool which has been developed, will be used 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-6.</p> <p>Years 3-6</p> <p>I can statements taken straight from the syllabus, using the outcomes and content from Whole Number and Addition & Subtraction.</p>	All teaching staff	End of 2021	<p>Teachers will collect and analyse Running Records and update the Data Wall twice a term.</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 2020 results to establish growth patterns.</p> <p>All students will continually show Positive growth in student achievement evidenced on the Data Wall in Whole Number and Addition & Subtraction strands. This will be measured in 3-6 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 the I Can journals in Whole Number and Addition and Subtraction.</p>
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DOMAIN: COMMUNITY AND CULTURE

Community and Culture includes: Organisational Culture, Positive Partnerships with Parents, Families and Carers, Parish and Community Partnerships, Staff Wellbeing, Student Voice and Engagement and Professional Relationships.

Areas for Improvement: Well Being

Evidence Informing Each Area for Improvement:

Staff Well Being: Following on from the Staff Well-being Toolkit and given the impact of COVID on school life.

Students Well Being: Following on from earlier programs and given the impact of COVID in 2020.

Teaching Standards 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?	Ways of Measuring Impact (Success Criteria)
Implementation of a program, with the assistance of Centacare, that equips teachers, students and parents with tools to develop the social, emotional and physical capabilities needed to thrive today and into the future.	Leadership Mahalia Scholz, Centacare Wellbeing Practitioner	end of 2021	Staff and Parents to participate in Workshops facilitated by Mahalia. Students to participate in Group Programs facilitated by Mahalia.
UR Strong: This program commenced in 2019. It aims to enhance the social-emotional well being of children through development of friendship skills. A whole school strategy is key	Fiona Robertson & Lea Scammell	ongoing	Student/staff will be using a common language and practical relationship strategies which will improve the social climate.
Seasons For Growth	Fiona Robertson & Fiona Davis	Terms 2 & 3	Identified students will be helped with dealing with grief and loss.

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DOMAIN: LEADERSHIP AND STEWARDSHIP

Leadership and Stewardship embodies the responsible planning, management and sustainability of human, fiscal and physical resources. Components of this area could include: Financial Management, Facilities, ICT, Leadership Development and Growth, Management Practices and School Planning, Implementation and Reporting Processes.

Areas for Improvement:

Evidence Informing Each Area for Improvement:

Teaching Standards (where relevant):

Actions to be Implemented	By Whom?	By When?	Ways of Measuring Impact (Success Criteria)

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Timeline

Annual Improvement Plan: Due by Wednesday December 2 (Week 8).

Term 1 School Professional Learning Plan: Due by Friday December 11 (Week 9).

Working Draft of Terms 2 to 4 School Professional Learning Plan: Due by Friday December 11 (Week 9).

Contacts

Anne Ryan: School and System Improvement Leader

Email: ryana10@ww.catholic.edu.au

Ph: 0428 226 485

Nicole Morton: Professional Learning and Development Leader

Email: mortonn2@ww.catholic.edu.au

Ph: 0427 492 299

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Section 10: Parent, Student and Teacher Satisfaction Parent Participation

Parents are the primary educators of their children and are always welcome at St Patrick's. 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 St Patrick's used a variety of processes to gain information about the level of satisfaction with the school from parents, students and teachers.

The School Council is made up of the Principal, Assistant Principal, parish priest and 12 members of the parent community. From April, meetings took place via Zoom. There was no need for any subcommittees to meet as all social functions and fundraisers were cancelled.

Parent Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

'The willingness and commitment to move to the online platform for home learning appeared to be seamless.'

'The level of commitment from staff and the focus on wellbeing is greatly appreciated.'

'Clear and timely communication is greatly appreciated.'

Student Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

'Teachers made sure we could still learn at home.'

'Thanks for the daily ZOOM calls.'

'We are so grateful to be back at school with our friends and teachers.'

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Teacher Satisfaction

Highly Satisfied	Satisfied	Dissatisfied
X		

'Clear and timely communication.'

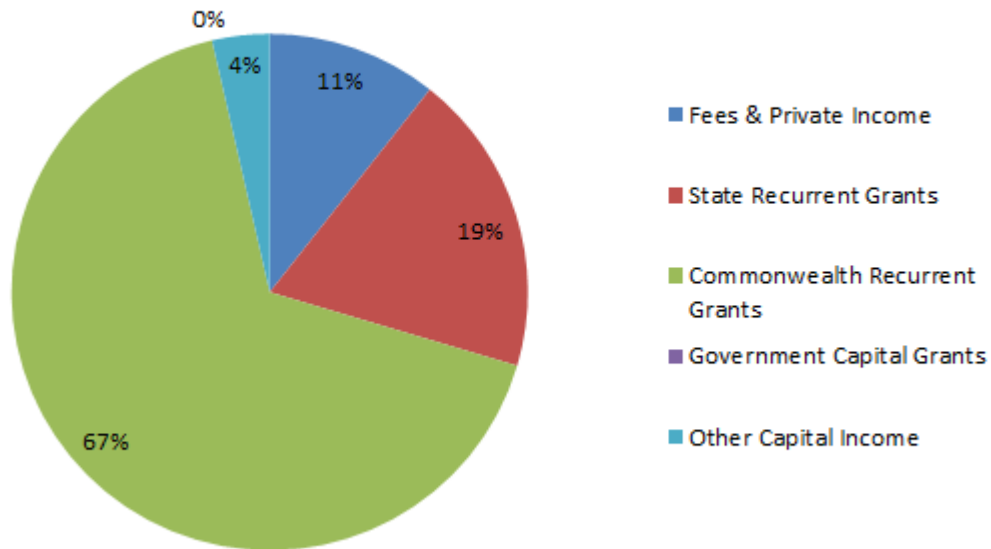
'A focus on wellbeing is greatly appreciated.'

'Support with curriculum evident.'

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Financial Report

School Income



School Expenses

