2011 Annual Report
to the School Community

St. Patrick’s Primary School
Stratford

Registered School Number: 1301
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St. Patrick’s Vision

At St Patrick’s we envisage a school where:
- in an ever-changing world, Christ’s mission permeates all aspects of school life
- staff, families and students work harmoniously together and are committed to sustaining an environment of love, respect and pride
- the students and staff are active, confident and inquisitive through a purposeful and challenging curriculum

School Overview

St Patrick’s is a Catholic primary school that is proud of its long history. The school is located in the town of Stratford within the Gippsland region of Victoria. St Patrick’s offers a quality education of the whole child. We believe all children will succeed in an environment of love and respect, where the uniqueness of everyone is valued. Our committed, professional staff are a respected feature of the school. St Patrick’s offers a purposeful and challenging curriculum that aims to engage all students. Our school is proud of the diverse arts program that allows children to create and perform through visual arts, music and drama. St. Patrick’s values the importance of community and the contribution the members of the community can make to the life of the school. Parents play an active role at the school and have many opportunities to be involved. St Patrick's has recently experienced major building upgrades that provide modern learning spaces with ready access to technology for students and staff. We are proud of our school and look forward to welcoming visitors.
Principal's Report

It is with great pride that as Principal of St. Patrick’s Primary School I present this report.

2011 was an exciting and successful year that provided many different learning opportunities and experiences for the students. St. Patrick’s is a vibrant school community and we take seriously our responsibility to provide an education that is underpinned by the teachings of Jesus and the traditions of the Catholic Church. The wellbeing and learning of our students continues to be of the utmost priority.

The school year began with the arrival of furniture and technology for the library completed through the BER. Students, staff and families are thrilled with this new addition and excitedly went about using the library in a purposeful way. After three years of building projects at St. Patrick’s, the physical buildings have been transformed but the warm, welcoming environment remains.

Once again a feature was the events that brought families and school together to celebrate and build positive relationships. The celebration of St. Patrick’s Day, the performance of the Wizard of Oz and St. Patrick’s Art Show were all wonderful events for our community.

I congratulate all the students, staff and families on the contributions they made at St. Patrick’s during 2011.

Nicholas Hall
Principal
Education in Faith

Goal
Deepen student knowledge of the Catholic faith.

Intended Outcomes

- Deepen student knowledge and understanding of Scripture, in particular geography & people of the Holy Lands.
- Increase teacher knowledge of Liturgy.

ACHIEVEMENTS & VALUE ADDED

St. Patrick’s first objective as a Catholic school is to be witness to Christ and His Church. In 2011 the teaching staff took great pride in the planning and implementation of the Religious Education curriculum. Explicit links between social justice and the Gospel are made for students to give real examples of how we can take Jesus’ teachings into our world. Prayer is a central part of the school culture and takes many forms, including class prayer, whole school masses and Liturgy of the Word. Once again the Religious Education Coordinator was instrumental in ensuring the Catholic Identity of St. Patrick’s was enhanced.

Achievements in 2011 include:

- Whole school mass to celebrate important occasions, eg. St. Patrick’s Day
- Implementation of Liturgy of the Word as a whole school prayer
- Sunday Gospel focus each week
- Fundraising for Caritas and Catholic Missions
- Regular RE meetings for staff to deepen understandings and share resources
- Teachers planned with CEO Education Officer to refine learning and teaching of RE curriculum
- Staff participation in a Professional Learning Day on Liturgy
- Two staff participated in a Pilgrimage to the Holy Land who actively shared their learning and experiences with staff and students.
- Ongoing implementation of the Family Centred, Parish Based, School Supported Sacramental Program.
Learning and Teaching

Goal
Establish common approaches to writing and the use of ICT from P-6.

Intended Outcomes
- Develop a whole school approach to teaching writing.
- Increase use of ICT as a learning tool from P-6.

ACHIEVEMENTS & VALUE ADDED

The learning of all students is a priority at St. Patrick’s. We are committed to providing a quality education, especially in the core curriculum areas of English and Mathematics. The staff have high expectations and foster in the students high expectation of themselves. With the provision of a class set of computers in the library, the use of ICT as a purposeful learning tool has been an ongoing focus for staff.

Achievements in 2011 included:

- Staff analysis of beginning year testing data for planning of curriculum.
- Regular Professional Learning Team meetings in English, Mathematics and Religious Education
- Staff unpacked the literacy demands of the different text types for writing
- Staff meetings dedicated to curriculum
- Extending Mathematical Understandings (EMU) and Reading Recovery for Grade 1 students.
- Implementation of the Rainbow Reading program for students Grade 2-6.
- Staging of the School Concert and Art Show to showcase the skills learnt through Music and Visual Arts lessons
- Grade 5/6 camp to complement the Civics and Citizenship unit of work being studied
- Involvement of the Grade 3/4 class in an environmental unit of work that gave genuine opportunity for students to make their learning real. Enhanced composting and waste reduction were clear benefits to the school environment.
- Met targets for NAPLAN results
- Junior teachers participated in ongoing Literacy cluster meetings facilitated by CEO staff
- Cybersmart Outreach presentations for students, staff and parents
NAPLAN Data Analysis
The table above indicates that all Grade 3 students met the minimum standards and all Grade 5 students achieved the minimum standards in all areas except Numeracy.
When comparing the Grade 3 data for 2009 with the same cohorts data in Grade 5 last year, Reading, Writing and Spelling have been maintained, while Grammar and Punctuation has increased by 4.8%. There has however been a decrease of 5% in Numeracy, which can be explained by the change in the cohort through increased student enrolment.
School Community and Student Wellbeing

Goals
To enrich the supportive, respectful and welcoming atmosphere of our school; where all children have the opportunity to grow and experience success.

Intended Outcomes
- Maintain strong and open communication that is supportive and nurtures the whole community.
- Engage parents and friends in the life of the school.

ACHIEVEMENTS & VALUE ADDED
Staff, parents and visitors acknowledge that St. Patrick’s is a friendly and welcoming school environment. We, as a staff, take seriously the responsibility to continue fostering this environment through our interactions with each other, the students and parents. The positive wellbeing of students is vital to their success at school, both socially and academically. Every effort is made to ensure children feel safe and secure at St. Patrick’s.

Achievements in 2011 include:
- Leadership opportunities for students as SRC representatives and House Captains
- School Advisory Board’s active involvement in relevant decision making and the Parents and Friends support of social and fundraising events
- Grandparents Day celebrations on St. Patrick’s Day
- Peer Activity Leaders (PALS) program that allowed senior students to receive specific training in the planning and running of organised games for students in lower grades.
- The scheduling of three formal parent teacher interviews during the year to discuss student progress. Between times staff avail themselves to parents whenever any questions or issues arise
- Parental support and involvement in sporting events, the school concert, Art Show and Electives.
- Classroom helpers for reading and excursions
- Parents volunteered their time to landscape around the new library and construct a new fence along the eastern boundary
- Tuckshop days twice a term

STUDENT ATTENDANCE RATE

| 95% |
STUDENT/ PARENT SATISFACTION

There is a noticeably positive tone amongst the students of St. Patrick’s, both in the class and on the yard during break periods. When asked how they feel about being a student at St. Patrick’s, responses included:

“I feel proud because I feel like I am a special part of the school.”  (Grade 5 student)
“If I’m feeling down, I always have friends to go to.”  (Grade 4 student)
“The teachers are very good and are very respectful of the students’ needs.”  (Grade 6 student)
“Everyone is kind.”  (Grade 1 student)
“I’m getting the right education to be able to live my dream.”  (Grade 5 student)
“We have good buildings.”  (Grade 2 student)

Parents comment that St. Patrick’s is a warm and friendly school. The parent community is active in school as shown through the significant contribution of the School Board, the ongoing support of the Parents and Friends Association (both social and financial) and overall parent participation in the life of the school. This high level of engagement would indicate a positive attitude towards the school by our parents.
Leadership and Stewardship

Goals
Enhance leadership capacity of members of the school community.

Intended Outcomes
- Enhance the role of the school leadership team.
- Enhance the role of the SRC at St. Patrick’s.

ACHIEVEMENTS
In 2011, the input of the Leadership Team was crucial in supporting the Principal and Parish Priest in making 2011 a successful year at St. Patrick’s. Due to long service leave during Term 1, senior staff members were away for extended periods, allowing other staff members leadership opportunities. These staff who took on new responsibilities did so competently and effectively.

Achievements in 2011 include:
- Learning leaders facilitating professional learning team meetings
- Weekly assemblies lead by SRC
- School Board was instrumental in key decisions for future directions eg. the acquisition of funds for the toilet block refurbishment

| TEACHING STAFF ATTENDANCE RATE | 89% |
| STAFF RETENTION RATE | 77% |

TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>DOCTORATE</td>
<td>0%</td>
</tr>
<tr>
<td>MASTERS</td>
<td>15.4%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>23%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>54%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>7.7%</td>
</tr>
<tr>
<td>NO QUALIFICATIONS LISTED</td>
<td>%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

The teachers at St. Patrick’s take seriously the importance of developing skills and understandings through engagement in Professional Learning activities. In 2011 all teachers were accredited to teach Religious Education and have full registration with VIT. Twelve teachers participated in Professional Learning, with an average cost of $1,945.20 per teacher.

Professional Learning activities for 2011 included:
- Liturgy (CEO Sale)
- Religious Education curriculum planning and teaching
- Australian Catholic University Mathematics Conference
- Website design and management (Fraynework)
- P-2 Literacy Cluster
- ICON
- REC Conference
- CEO Sale Wellbeing days; Resilience.
- Extending Mathematical Understandings (EMU)
- Reading Recovery
- English: Writing

TEACHER SATISFACTION

The staff at St. Patrick’s are enthusiastic and eager to take on new projects and responsibilities. The morale is healthy and there is a genuine care for one another’s wellbeing.
Smarter Schools National Partnerships

<table>
<thead>
<tr>
<th>Improvement Targets/Milestones</th>
<th>2011 Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key improvement targets/milestones identified in the School Improvement Plan which are aligned to National Partnerships.</td>
<td>The achievements in 2011 in relation to these improvement strategies.</td>
</tr>
<tr>
<td>The school will develop a whole school approach to the teaching of writing, including grammar, punctuation, spelling and text types.</td>
<td>Teaching staff were able to clearly identify the features and structure of procedural, recount, narrative, report and exposition texts.</td>
</tr>
<tr>
<td>Teachers unpack the linguistic demands of the different text types and develop common understandings of these.</td>
<td>Staff were able to show the stages of development for writing acquisition.</td>
</tr>
<tr>
<td>With the support of CEO Sale staff, develop common understandings of how children learn to write.</td>
<td>A scope and sequence for writing was commenced.</td>
</tr>
<tr>
<td>Develop a scope and sequence for Prep – Grade 6 for the teaching of text types.</td>
<td></td>
</tr>
</tbody>
</table>

2012 Planned Progress

To critically reflect on current assessment practices and make decisions for future practice to inform teaching and learning.

Financial

<table>
<thead>
<tr>
<th>Smarter Schools National Partnership Funding</th>
</tr>
</thead>
<tbody>
<tr>
<td>The National Partnership (NP) your school is participating in:</td>
</tr>
<tr>
<td>2011 Direct SSNP funding</td>
</tr>
<tr>
<td>2011 Indirect SSNP funding</td>
</tr>
<tr>
<td>2011 State NP actual allocation</td>
</tr>
<tr>
<td>2011 School Co-investment</td>
</tr>
<tr>
<td>2012 Notional SSNP budget allocation</td>
</tr>
<tr>
<td>2012 Notional State NP budget allocation</td>
</tr>
</tbody>
</table>

- 2011 Direct Commonwealth funding distributed to schools for the implementation of Smarter Schools National Partnerships (SSNP) initiatives and salary and related employment costs, incurred by the system, for specialist staff employed to work directly in participating SSNP schools (e.g. literacy and numeracy coaches and Family School Partnership Convenors).
- 2011 Indirect Commonwealth funding refers to central costs incurred by the system on behalf of schools participating in SSNP (e.g. professional learning and development, consultancy fees, research projects, travel expenses, and administration expenses).
- 2011 State National Partnership (NP) actual allocation refers to funding received by schools participating in the Literacy and Numeracy program in 2011. This may not be applicable to all schools.
- 2011 School Co-investment refers to a combination of existing and new funding which was provided to schools in 2011 to assist with school development. Co-investment funding is separate from National Partnership funding and sourced from additional recurrent grants.
- 2012 Notional State National Partnership (NP) budget allocation refers to notional funding to be received by schools participating in the Literacy and Numeracy program in 2012.

Please note expenditure at the school level may not have been spent in the year the direct support was received.
Financial Performance

Financial Performance for the year ended 31 December 2011

<table>
<thead>
<tr>
<th>Reporting Framework</th>
<th>Modified Cash</th>
<th>$</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>Tuition</td>
<td>4,387</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>29,446</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>15,932</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>278,116</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>943,902</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>1,271,784</td>
</tr>
<tr>
<td><strong>Recurrent expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Salaries, allowances and related expenses</td>
<td>Tuition</td>
<td>790,656</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>126,361</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>917,017</td>
</tr>
<tr>
<td><strong>Capital income and expenditure</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Government capital grants</td>
<td>Tuition</td>
<td>58,535</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>50,570</td>
</tr>
<tr>
<td>Other capital income</td>
<td></td>
<td>10,929</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>120,034</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>246,216</td>
</tr>
<tr>
<td><strong>Loans (includes refundable enrolment deposits and</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>78,252</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>59,952</td>
</tr>
<tr>
<td><strong>Non DEEWR FQ reported items</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>System levies (payments)</td>
<td>Tuition</td>
<td>(231,493)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td></td>
<td>(3,159)</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td></td>
<td>(6,900)</td>
</tr>
</tbody>
</table>

*Note that the information provided above does not include the following items:*

System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school-level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.