2012 Annual Report
to the School Community

St. Patrick’s Primary School
Stratford

Registered School Number: 1301
St. Patrick’s Primary School, Stratford

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St Patrick’s Primary School
Vision Statement

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 in 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. Committed, professional staff are a 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 vibrant arts program that allows children to create and perform through visual arts, music and drama. St. Patrick’s values the importance of family and the contribution the members of the community can make to the life of the school. We actively engage in the local community whenever possible. 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 for students and staff. We are proud of our school and look forward to welcoming visitors.
Principal's Report

As Principal of St Patrick’s Primary School, I am proud to present the 2012 Annual School Report to the Community. 2012 was an outstanding year in the life of St. Patrick’s thanks to the enthusiasm of students, commitment of staff and generous support of families. Together these combinations create an atmosphere for all students to experience success and growth. I take this opportunity to acknowledge and thank all members of our school community for their continuing support and input.

On behalf of the students, staff and families, I thank Fr. Andrew Wise for his ongoing leadership, support and prayers. I congratulate the staff on a successful 2012 and their enthusiastic start to the 2013 school year, and wish all members of our school community well for the year ahead.

In finishing I reflect on our school vision statement included at the start of my report. Schools are busy places, and St. Patrick’s is no different. However, at the core of our school, is our Catholic faith, student learning and the wellbeing of all. It is my unwavering hope this vision continues to be realised at St. Patrick’s Primary School.

Mr. Nicholas Hall
Principal
Education in Faith

**Goal**
To provide a quality Catholic education inspired by the life and teachings of Jesus, that is proclaimed and celebrated by the St Patrick’s school community.

**Intended Outcomes**
- Continue to improve the planning and implementation of the Religious Education curriculum.
- Make the message of the Sunday Gospel more tangible for students.

**Achievements**

As a Catholic School our first objective is to be a witness to Christ and His Church. St Patrick’s takes pride in the Religious Education program we offer and in 2012 we focused on ensuring that the Diocesan Religious Education Guidelines, *Journeying Together in Hope*, was implemented to a very high standard. This was achieved through further professional development at both a local and Diocesan level. Religious Education units across the school allowed regular opportunities for children to give witness to their faith. Integral to this was the teachers’ ongoing work with CEO Sale Religious Education staff.

Bringing the message for Sunday’s Gospel into the life of the school was a great development in 2012. On Monday mornings the school gathered to hear the Gospel and reflect on the message conveyed. This was carried into class prayer times throughout the week and reflected on during Friday afternoon assembly.

A project focus was developed out of the Diocesan Professional Learning day on Social Justice that all staff and students embraced and actioned with great enthusiasm. The active support of the Burmese village of Leilet was a clear highpoint of our year and a result of the action plan devised by staff.
VALUE ADDED

- Student participation in Caritas fundraising activities for Project Compassion.
- Student leadership and involvement in fundraising efforts for Leilet
- All staff participated in a professional learning day with Fr Elio Capra to deepen knowledge about Mark’s Gospel
- Student and staff lead Masses and Liturgies throughout the year.
- Family Life program for Year 1 – Year 6 students and families.

Learning and Teaching

Goal
To build a learning community that caters for the individual needs of the students, where all members demonstrate engagement, motivation and confidence.

Intended Outcomes
- Teachers will design and implement units of work using the National Curriculum domains of Science and History.
- Junior school teachers will participate in the CEO English Online Interview trial to enhance the link between assessment and explicit teaching.
- Mobile learning devices (iPads) will be used across Prep-Year 6 in all curriculum areas.

Achievements

The year commenced with the collection of assessment data gathered through the implementation of the Diocesan assessment schedule. Information from the data was used effectively for teachers to plan accordingly to meet the needs of the students. The analysis of all learning data, including VELS reporting standards, NAPLAN and Diocesan assessments show that there continues to be strong student learning growth in the core curriculum areas of Literacy and Numeracy Prep-Year 6 at St. Patrick’s.

Teaching staff designed units of work using Australian Curriculum History and Science. The history based units were implemented in term 2 while Science based units were trialed in term 4. Staff and student feedback from both trials was extremely positive and has been used to inform the process for implementing AusVELS at St. Patrick’s in 2013.

Junior school teaching staff were involved in the CEO trial of the English Online Interview assessment tool during term 2. Staff were required to trial the use of the online tool and give feedback about its effectiveness for learning and assessment. This project was accompanied by teachers involvement in cluster professional learning meetings with other Catholic primary schools in the area.

The implementation of mobile learning devices (iPads) was a source a great excitement for students and staff. The creative and purposeful use of these in all grades was an incredibly positive development for student learning.
The table above shows that all Grade 3 students met the minimum expected standards in 2012 and all Grade 5 students achieved the minimum standard in Numeracy. When comparing the Grade 5 data in 2012 with the same cohort in 2010 there has been a decrease in all areas except Spelling. This can be explained by a change in enrolment within this group.
School Community and Student Wellbeing

Goal
To provide opportunities for active leadership throughout the school.

Intended Outcomes
- Revise the role of the Student Representative Council
- Provide a range of opportunities for parents to engage in the life of St. Patrick’s school

Achievements

The wellbeing of all members of the school community is of great importance at St. Patrick’s. A range of strategies are implemented including; Individual Learning Plans, specialist intervention, community gatherings and school playgroup. The staff are to be commended for their willingness to go the extra mile to support students, families and their colleagues.

Early in 2012 the need for providing the SRC opportunities to show genuine leadership was identified. In response, two key strategies were actioned. Firstly, the SRC took responsibility for leading the weekly assembly on Friday afternoons. This included specific coaching by the wellbeing leader to support these students. Secondly, the SRC met regularly with the wellbeing leader and organised key initiatives in the school.

The School Board and parents and friends executive were again important in the life of St. Patrick’s. The members of these two groups can be proud of their support of the school and specific achievements that included; change of uniform supplier and continued involvement in the Shakespeare Faire Day, St. Patrick’s Day Celebrations and school Open Days.

We see the presence of parents as a great positive in our school and so many opportunities are provided throughout the year that allows parents to spend time at St. Patrick’s. School Masses and Liturgies, weekly assemblies, the parent helper program, Mother’s Day afternoon tea and Grade 6 Graduation are just some of the ways our school makes families welcome.
AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>90</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.11</td>
</tr>
<tr>
<td>Year 3</td>
<td>96.67</td>
</tr>
<tr>
<td>Year 4</td>
<td>93.13</td>
</tr>
<tr>
<td>Year 5</td>
<td>91.5</td>
</tr>
<tr>
<td>Year 6</td>
<td>89.5</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>92.15</td>
</tr>
</tbody>
</table>

- A description of how non-attendance is managed by the school.

The school’s Student Attendance policy clearly outlines a process for managing non-attendance. There is an expectation of written explanation when students are absent, unexplained absences are investigated and where required the convening of a meeting between the principal and parents of a child with ongoing absences. This process applies to late arrivals at school also.

VALUE ADDED

- Student lead school assemblies
- School soccer team
- Parent lead playgroup held on a weekly basis
- School camp including the introduction of a Grade 4 camp
STUDENT SATISFACTION

Insight SRC Student Survey data shows that:
- Students experience a low rate of distress at St Patrick’s
- Students rate student behaviour highly
- Students feel safe at St Patrick’s
- Students rate teacher empathy as high

PARENT SATISFACTION

Insight SRC Parent Survey data shows a high level of satisfaction with St. Patrick’s.
Survey data shows that:
- Parents believe staff are approachable
- Students are well prepared for transition to secondary school
- The learning focus of the school addresses the needs of students
- Parents report staff morale as high
Leadership and Stewardship

**Goal**
Provide adequate and up to date facilities and resources for the students, staff and families of St. Patrick’s.

**Intended Outcomes**
- Refurbish the existing toilet block
- Build on existing sustainable practices and behaviours
- Staff, students and families experience leadership in various ways

**Achievements**

At St. Patrick’s we have continued to develop the leadership capacity of staff, students and parents. The enhancement of the SRC in the school and parental involvement in leadership roles through the School Board and Parents and Friends illustrate this commitment. Curriculum initiatives in the school were led by key school staff in an effective, professional manner that had a positive impact on student learning.

For a number of years the refurbishment of the toilet block has been a high priority project for the school. Having accessed funds in 2011, the works were completed during term 2 of 2012. The works are the final building project identified through the school grounds master plan that places St Patrick’s in a strong position in terms of facilities for the near future. The School Board was instrumental in the acquisition of funds and completion of the project, and all students were pleased with the finished amenities.

During term 4 the Grade 2/3 class took on the responsibility of refocusing recycling and composting practices. Their unit of study was directly linked to further development of the vegetable garden, including composting bins and worm farms. The result was increased green food matter being composted and a flourishing garden.
TEACHING STAFF ATTENDANCE RATE | 86.8%
---------------------------------|------
STAFF RETENTION RATE            | 81.8%

**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%</td>
</tr>
<tr>
<td>GRADUATE</td>
<td>15%</td>
</tr>
<tr>
<td>CERTIFICATE GRADUATE</td>
<td>0%</td>
</tr>
<tr>
<td>DEGREE BACHELOR</td>
<td>55%</td>
</tr>
<tr>
<td>DIPLOMA ADVANCED</td>
<td>15%</td>
</tr>
</tbody>
</table>
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

<table>
<thead>
<tr>
<th>DESCRIPTION OF PL UNDERTAKEN IN 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Staff participated in professional learning programs that included: P-2 literacy cluster PLT's, Australian History: History and Science, Reading Recovery continuing contact, The Gospel of Mark with Fr. Elio Capra, iPads for learning, ACU Maths Conference and Hawker Brownlow conference.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</th>
<th>13</th>
</tr>
</thead>
<tbody>
<tr>
<td>AVERAGE EXPENDITURE PER TEACHER FOR PL</td>
<td>$2,138.50</td>
</tr>
</tbody>
</table>

STAFF COMPOSITION

<table>
<thead>
<tr>
<th>PRINCIPAL CLASS</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>TEACHING STAFF (HEAD COUNT)</td>
<td>13</td>
</tr>
<tr>
<td>FTE TEACHING STAFF</td>
<td>8.77</td>
</tr>
<tr>
<td>NON-TEACHING STAFF (HEAD COUNT)</td>
<td>6</td>
</tr>
<tr>
<td>FTE NON-TEACHING STAFF</td>
<td>3.46</td>
</tr>
<tr>
<td>INDIGENOUS TEACHING STAFF</td>
<td>0</td>
</tr>
</tbody>
</table>

TEACHER SATISFACTION

Staff reported a high level of satisfaction working at St. Patrick’s in Insight SRC data gathered during September. Staff reported they feel empowered, are growing professionally and that student behaviour management was effective and consistent across the school. The data also showed that staff highly value the Catholic Identity of our school.
Financial Performance
Financial Performance for the year ended 31 December 2012

<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>2</td>
</tr>
<tr>
<td>Other fee income</td>
<td></td>
<td>21,572</td>
</tr>
<tr>
<td>Private income</td>
<td></td>
<td>1,002</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td></td>
<td>292,599</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td></td>
<td>927,497</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td></td>
<td>1,298,271</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>834,941</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td></td>
<td>124,494</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td></td>
<td>959,434</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></td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td></td>
<td>68,985</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td></td>
<td>96,276</td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td></td>
<td>230,154</td>
</tr>
<tr>
<td>Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)</td>
<td>Tuition</td>
<td></td>
</tr>
<tr>
<td><strong>Total opening balance</strong></td>
<td></td>
<td>59,952</td>
</tr>
<tr>
<td><strong>Total closing balance</strong></td>
<td></td>
<td>204,210</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>(219,373)</td>
</tr>
<tr>
<td>Intra systemic transfer receipts (payments)</td>
<td></td>
<td>(2,696)</td>
</tr>
<tr>
<td>Diocesan capital fund (SCF) receipts (payments)</td>
<td></td>
<td>(4,520)</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 includes both recurrent and capital school fees.
Future Directions

Future directions for St. Patrick’s as we strive to achieve our school Vision, include:

- Continued enhancement of the school’s strong reputation in the community
- Professional learning in contemporary learning and teaching, including the role of technology as an authentic learning tool
- Redevelopment of the school’s grounds master plan