



St Patrick's School Wangaratta

2021 Annual Report to the School Community



Registered School Number: 104

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Minimum Standards Attestation

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au

Governing Authority Report

Catholic Education Sandhurst Ltd identifies learning and teaching as two parts of the same action designed to ignite the 'spark of the divine' in every child. We seek to provide safe, supportive and secure environments that value diversity, promote care, respect and co-operation. In 2021 our schools went into overdrive once again to plan and prepare for a learning model that would respond to the continuing impact and uncertainty of Covid-19.

Bishop Shane established Catholic Education Sandhurst Ltd in 2021 to assume the ownership and operation of Catholic schools which previously operated as an unincorporated body. This change in our governance structure coincides with a time of increasing challenges that call us to imagine new and inspiring structures that will meet the needs of a changing Church.

Catholic Education Sandhurst Ltd governance requirements meant that schools would now develop School Advisory Councils to support the principal and school Leadership Teams to ensure the smooth running of our schools and continue the life-giving relationship between our schools and parish communities.

During extremely challenging times our schools were able to maintain their focus on each child, implementing the Victorian Curriculum and the Sandhurst Source of Life Religious Education Curriculum while providing outstanding pastoral support both on-site and through remote learning.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2021 of Catholic Education Sandhurst Ltd- our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, bringing the 'spark of the divine' into focus every day.

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Our School Identity and Vision Statements

IDENTITY STATEMENT

St Patrick's Catholic primary school community embraces the traditions of the Brigidine Order, that celebrates life, reaches out to others and actively cares for our world.

VISION STATEMENT

St Patrick's Primary School strives to:

- Guide and support students on their faith journey through experiences of the Catholic tradition, building a strong sense of belonging, responsibility and wonder within our school, church and global communities.
- Develop an environment that builds on student resilience, self-respect, confidence and empathy - in partnership with families.
- Foster a learning environment that provides a holistic education that nurtures all learners in order for them to realise their full potential.
- Model and foster a safe and supportive environment for students and their families within the school community.
- Provide learning and teaching experiences that promote decision-making.
- Conserve God's creation and recognize the traditional owners of the land.

School Overview

School Overview

St Patrick's Primary is centrally located in Wangaratta (one of three Catholic Primary Schools, a Catholic Secondary School and an alternative school setting in the town). The school's charism originated from the Brigidine order that ably supported the school for well over one hundred years. St Patrick's has a strong commitment to the values of our Catholic Faith and our motto, Living, Loving and Learning in Christ, underpins all we do.

It's been over 160 years since St Patrick's School was first registered. In that time, it has seen many changes, not the least of which is the evolving of teaching and learning strategies to meet the needs of students now and into the future.

During the 1950's the school's enrolment peaked at four hundred and twenty-five. It was at this time that two new schools, Our Lady's School (1958) and St Bernard's in 1963, were established in the town of Wangaratta.

St Patrick's provides a broad range of learning experiences to meet the current needs of our students. Recent years have seen increased professional learning around best practice, to inform teaching to maximise learning for our students. The school provides a range of specialist subjects all designed to enhance and enrich learning at the school. These include extension programs, remediation programs in Mathematics and Literacy, Physical Education, Visual and Performing Arts, Science and Italian. These are all enhanced and supported through current Information technology resources and strategies. The school also provides a BuEarth program, designed to actively engage and challenge students in team and individual physical activities.

In order for the school to continue to achieve our goals, provision needs to be made to provide a variety of stimulating learning spaces. The school has been successful in obtaining a Federal and State Capital Grant funding to enable extensive upgrades to the facilities. These new facilities will include eight modern open plan classrooms and break out learning spaces for our community to enjoy well into the future.

The parent community is deeply committed to ensuring that the students achieve to the best of their ability, which is evident in their involvement in the life of the school. To this end, many opportunities exist throughout the year for parents to engage in school life and communicate with teachers to engage in student learning.

Principal's Report

After twenty-four years as principal at this great school, it's time for me to "hang up the shingle" and move on.

I have been bracing myself for this day all year. St Patrick's is like family to me and leaving "home" is not easy.

The years have been filled with many blessings and adventures. I have been fortunate to work in an environment where everyone shows so much support and care for one another. There can be nothing more spirit uplifting than to work in a place that has LOVE at its epicentre.

I thank with the deepest gratitude, the support of the parent community. The loyalty and support of our families has created a close community. I especially thank the Advisory Council and the Parents and Friends Association, who contribute enormously to the growth and development of our school.

At the end of 2020, we were notified of our successful application for our Capital Grants project. This confirmation meant that 2021 saw the planning and fine-tuning of our new \$3.2m build. The very old and outdated classrooms and demountable will now be replaced with a two storey, eight classroom facility that includes open and innovative learning spaces. I thank the School Advisory Council for their contribution over the past few years refining the project.

2021 was another year of Covid-19 restrictions and challenges for our teaching staff, students and families. As with the previous year all have risen to the challenge and continued to provide quality learning opportunities. While the restrictions prevented many gatherings and celebrations, our community remained strong.

It is with a sense of trepidation that I leave the wonderful staff here. They are such a caring and supportive group, not only with the students in their care but towards each other. I feel proud and privileged to work alongside them and I thank them for all that they do to make this such a positive learning community.

Thanks everyone for all that you do, all that you are and all that you've done!

Terry Corrigan

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

- Engage in the Enhancing Catholic School Identity (ECSI) Survey
- Liturgy with all Wangaratta Catholic Schools in Catholic Education Week
- Ongoing formation of Religious Education team leaders
- Involvement in Parish based sacramental programs including parent nights
- Review of Catholic Identity materials on website/electronic media.
- Induction of the new online source of Life religious education program
- Update our FIRE Carrier covenant
- Development of the Social Justice team

Achievements

COVID-19 restrictions made the school's ability to fulfil our goals in Catholic identity very difficult. Many strategies were adapted to remote and online learning, in order make some gains towards our goals. While we were unable to gather in person to pray, we continued to celebrate liturgies on lineata school community.

The Sacraments of Reconciliation/Eucharist/ Confirmation postponed by twelve months due to the restrictions. We were however able to deliver the Confirmation / Eucharist program to our year fours, who will receive the sacrament in 2022.

Our commitment to social justice was maintained as the school community continued to raised money through Project Compassion and fund-raising events for Caritas and the St Vincent De Paul Society's Christmas appeal.

COVID-19 did allow us to focus on our online resources. This including engaging in th ECSI survey, updating our Catholic Identity presence on our website, engaging in professional learning of the updated Source of Life and developing our new FIRE Carriers covenant.

VALUE ADDED

Social Justice activities associated with CARITAS, St Vincent De Paul Society and Catholic Mission.

Remote learning activities associated with "The Source of Life", Religious Education program

St Patrick's' Day - online activities

National Sorry Day - online activities.

Christmas liturgy (outdoor - COVID-19 compliant)

Graduation Liturgy, and Dinner (outdoor - COVID-19 compliant)

Learning & Teaching

Goals & Intended Outcomes

Develop staff capacity in the understanding, knowledge and implementations of Professional Learning Communities (P.L.C.'s)

Analyse data to guide and inform our learning and teaching in the area of Numeracy

Achievements

While COVID-19 continued to impact leaning and teaching, we were still able to implement our goals.

A Learning and Teaching Leader was appointed to lead this area of improvement. Development of the leader as well as the staff occurred throughout the year.

Professional learning included research, reading, professional dialogue, trialling of strategies and feedback to improve teaching practice.

P.L.C.'s were developed to act as the vehicle of professionals learning and capacity building.

As a team staff created learning goals related to differentiating their maths lessons within the classroom.

Staff reflection focuses on how the learning goal impacted their teaching, how the PLC learning impacted student learning and teach learning.

Staff classroom observation allowed for feedback to improve practice.

STUDENT LEARNING OUTCOMES

Aspect Name	NAPLAN Year Level	2019 % Student Meeting Min Standards	2021 % Student Meeting Min Standards	
Writing	3	100	98	Decrease of 2% from 2019
Spelling	3	91.8	94	Increase of 2.8% from 2019
Reading	3	98	98	No increase or decrease
Grammar & Punctuation	3	95.9	96	Increase of 0.1% from 2019
Numeracy	3	100	100	No increase or decrease

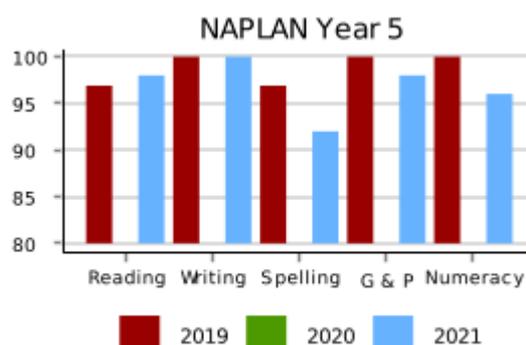
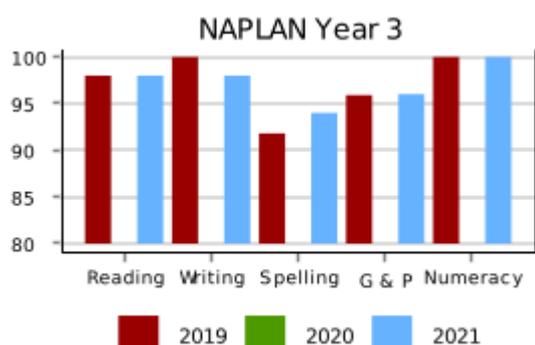
Aspect Name	NAPLAN Year Level	2019 % Student Meeting Min Standards	2021 % Student Meeting Min Standards	
Writing	5	100	100	No increase or decrease
Spelling	5	96.9	92	Decrease of 4.9% from 2019
Reading	5	96.9	98	Increase of 1.1% from 2019
Grammar & Punctuation	5	100	98	Decrease of 2% from 2019
Numeracy	5	100	96	Decrease of 4% from 2019

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	95.9	-	-	96.0	-
YR 03 Numeracy	100.0	-	-	100.0	-
YR 03 Reading	98.0	-	-	98.0	-
YR 03 Spelling	91.8	-	-	94.0	-
YR 03 Writing	100.0	-	-	98.0	-
YR 05 Grammar & Punctuation	100.0	-	-	98.0	-
YR 05 Numeracy	100.0	-	-	96.0	-
YR 05 Reading	96.9	-	-	98.0	-
YR 05 Spelling	96.9	-	-	92.0	-
YR 05 Writing	100.0	-	-	100.0	-

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Pastoral Wellbeing

Goals & Intended Outcomes

Goals & Intended Outcomes

To ensure the staff, students and families were supported and connected during Covid-19 lock-downs and remote learning.

Achievements

Despite the COVID-19 lock-down, the school was able to maintain close contacts with parents and students. It was especially important for the school to acknowledge the extra stress that families were under due to lock-downs as the onus for completing school tasks fell, primarily, into the laps of the parents.

Our Deputy Principal/Wellbeing Officer spent a significant amount of her time working with parents to ensure that they felt supported during this difficult time.

The Deputy Principal/Wellbeing Officer was also able to touch base with at risk students face-to-face for those coming to school and online for the students learning from home.

VALUE ADDED

There were limited opportunities for curricular activities beyond working remotely with students (and parents) online. However, the staff creatively devised ways to make the curriculum interesting and interactive for students.

In the midst of all this, the students were still able to support the local chapter of the St Vincent De Paul Society by providing some desperately needed resources for those in need coming up to Christmas. We were also able to successfully raise money for CARITAS with our Easter Egg Raffle which was drawn online.

The school commenced the implementation of the Respectful Relationships Initiative and the Seasons Program.

Our Welfare Officer was trained in the Peaceful Kids program.

Staff completed the Mandatory Reporting Module and Disability Standards Modules.

Family and staff check ins were frequently conducted with every family over the Covid-19 lock down period.

STUDENT SATISFACTION

Student satisfaction was mixed due to the impact of COVID-19. Some thrived in remote learning whilst others found it challenging. The return to school attitude was positive.

This data was gathered through formal and informal reviews held once students had returned to full time classes. Students completed evaluations / reflections of their experiences during the course of this COVID-19 of the year.

STUDENT ATTENDANCE

Non-attendance is monitored through our "nForma" program that we use to mark the roll twice each day.

Parents are notified by SMS if their child fails to arrive at school, and we have had no contact from the parent/guardian.

Students who are away from school for extended periods of time are initially contacted by the classroom teacher. Attendance is then monitored for signs of improvement.

The Principal and Deputy Principal/Wellbeing Officer are involve if attendance does not improve.

In extreme cases, Catholic Education Office - Sandhurst Attendance Officer is notified. The matter may also be raised with DHHS to find ways to support families. These students are then subject to ongoing monitoring by the DP and or other services, to ensure that there is no regression.

During COVID-19, students of essential workers and vulnerable students were supervised at school. Their attendance data was also recorded on nForma. Students studying from home were marked as present for the online contact sessions (Years 3 to 6) and through daily engagement in the See-Saw program (Years Foundation to 2). Parents were contacted if students did not engage in the online learning sessions.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	90.5%
Y02	93.3%
Y03	93.4%
Y04	92.8%
Y05	92.2%
Y06	91.8%
Overall average attendance	92.4%

Child Safe Standards

Goals & Intended Outcomes

Child safety is one of the foundation stones on which St Patrick's School is built, and we take our responsibilities very seriously. All staff have a role to play in maintaining high Child Safe Standards.

Where possible to ensure all children who were learning from home, is in a safe and secure environment.

To ensure all staff were conducting online learning within the guidelines of the Child Safe standards.

Educate parents/carers on the appropriate behaviours for online learning.

Achievements

Staff professional learning and obligations in the area of the PROTECT module and website.

Child safe formally forming a part of staff meetings, leadership team meetings and ESO briefings.

The completion of Mandatory Reporting Modules by all staff (including Education Support Officers and Administration staff).

Promotion of the Child Safe standards and Code of Conduct through the School Advisory Council and Parents and Friends Association.

Child Safe standards revisited at the binning of each school year and in the new staff induction process.

Use of Complispace to ensure all documentation is current and relevant.

All staff trained in Level Two First Aid

Signs have been erected around the school communicating our commitment to the child safe standards.

Communication between families, the broader community and the school contains an acknowledgement of our commitment to child safe processes and procedures.

Leadership & Management

Goals & Intended Outcomes

- Broaden leadership roles to include Learning and Teaching Leader
- Develop leadership through the Professional Learning Communities
- School Advisory Council Formation

Achievements

The School Advisory Council engaged in formation in the area of the National School Improvement Tool (N.S.I.T) in readiness for their involvement in 2022. This included learning about the nine domains and the impact they will have in guiding the school's new strategic improvement plan.

The School Advisory Council also received formation around the new governance structure of C.E.S Ltd.

The school appointed a designated Learning and Teaching Leader to lead this area in improvement. Significant time was dedicated to the development of the role as well as the leader's formation them self.

From here staff leadership was developed through Professional Learning Teams with an emphasis on shared leadership and collegial feedback.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Although COVID-19 impacted on-site professional learning we were able to continue with many initiatives through online services.

Throughout 2021 St Patrick's engaged in the following professional Learning:

- Religious Education Sacramental PD
- Religious Education - Analyse and teach scripture
- School Board formation (online)
- Pastoral Well-being Policy understanding
- Loss and Grief Training
- Suspension and Negotiated Transfer policy

- Behavior Management Policy
- MARAM Training
- NCCD briefings (online)
- PAT Adaptive maths training
- SOLAR Science of Literacy and Reading - F-2
- MAV professional learning (online)
- Coaching (Principal and Deputy Principal)
- Peaceful Kids Training
- Ipad Leaders Network
- Digital Technology Leaders Meetings (online)
- First Aid level two Training
- Diabetes Training
- Downs Syndrome Inclusion and Diversity Training
- Emergency Evacuation Training (online)
- Mandatory Reporting Modules (for all staff)
- Disability Standards Frameworks (online)
- VIT - Code of Conduct.
- Planning Days
- Budget workshops
- Directors Briefings (online)

TEACHER SATISFACTION

2021 was a challenging year for staff as COVID-19 continued to impact staff workload. Positive responses from the parent community served to uplift staff morale.

Data collected through Annual Review Meetings, frequent staff check-in meetings and individual check-ins, were used to gauge staff satisfaction.

Staff reported that systems from 2020 in response to COVID-19 worked more efficiently in 2021. Experience from the previous year enabled staff to operate more succinctly and with greater efficiency. The flexibility of staff is to be commended. Staff also expressed the toll remote learning, community isolation and the uncertainty of COVID-19 as stress factors in the profession. However, even with these uncertainties, staff still demonstrated a love of teaching and the school community.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	78.1%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	10.5%
Graduate	10.5%
Graduate Certificate	0.0%
Bachelor Degree	94.7%
Advanced Diploma	21.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION

Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	23.0
Teaching Staff (FTE)	19.0
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	7.6
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

Our goal for 2021 was to ensure as much as possible that the school remained engaged with the parent community, the parish community and the broader community as much as possible in the midst of the COVID Pandemic.

Achievements

The greatest achievement would most definitely be the way staff were able to maintain the close bonds with family during COVID-19. Despite the adverse learning condition, data collected would indicate that student progression did still occur with a great number of the students.

The School Advisory Council were still able to play a role in the governance structure of the school. Meetings were online. The Parents and Friends Association were also able to maintain a positive contact with the school although their fund-raising activities were seriously curtailed due to quarantine restrictions.

PARENT SATISFACTION

Feedback from parents via school surveys, indicated high satisfaction in learning and teaching during long periods of remote learning. The surveys also indicated high satisfaction in the efforts made to connect students with their peers to promote a sense of belonging.

Informal correspondence from parents via email was significantly high. Parents expressed their admiration of staff in being able to achieve so much during very difficult time. Parents commented on the dedication and commitment of staff. Broader community feedback also reflected this positive feeling.

Future Directions

St Patrick's school will undergo a full school review that will inform the future direction and development of a new strategic plan.

The construction of eight new classrooms and additional facilities commence, along with the development of plans to redesign the outdoor learning spaces. The school will continue to work with Catholic Education Sandhurst (CES Ltd) as it develops and implements the new governance measures.