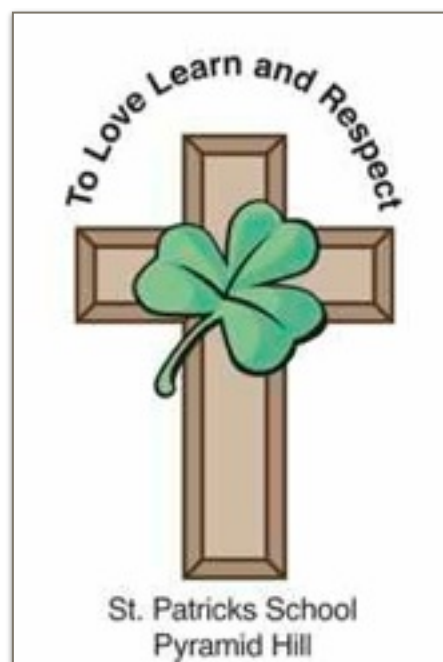


2013 ANNUAL REPORT TO THE SCHOOL COMMUNITY

St. Patrick's Primary School Pyramid Hill

REGISTERED SCHOOL NUMBER: E 3036



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Contact Details

ADDRESS	5 Victoria St. Pyramid Hill VIC 3575
PRINCIPAL	Mr. Reuben Johnson
CANONICAL ADMIN.	Fr. Peter Ferwerda
SCHOOL BOARD CHAIR	Mr Bill Quinn
TELEPHONE	(03) 54557220
EMAIL	principal@sppyramidhill.catholic.edu.au
WEBSITE	www3. sppyramidhill.catholic.edu.au

Attestation

I, **Reuben Johnson** attest that **Saint Patrick's** is compliant with all of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training

Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

23 May 2014

Our School Vision

Identity Statement:

St. Patrick's is a welcoming community where all are encouraged to love, learn and respect in the Joesphite tradition.

Vision Statement:

St. Patrick's strives to:

- Provide a safe, positive and caring school environment.
- Build collaborative partnerships among home, school, parish and wider community.
- Nurture the uniqueness and dignity of each individual in the school community.
- Provide a contemporary curriculum that develops the intellect, imagination, spirituality, social skills, wellbeing and physical growth of each student.
- Model the teachings of Jesus as the core of who we are and what we do in the context of the Catholic Faith Tradition.
- Develop the capacity of students to contribute positively to society.

Graduate Outcomes:

At St. Patrick's we endeavour to educate students who...

- Are socially just
- Respect self, others and the world.
- Are resilient, problem solvers, persevere.
- Have a love of learning.
- Are literate, numerate and technologically competent.
- Are critical thinkers.
- Develop positive relationships and accept differences.
- Are open to spirituality.
- Have positive self-esteem.
- Are confident and know their own strengths.
- Are generous in service.
- Approach life enthusiastically.

School Overview

St. Patrick's Primary School Pyramid Hill is a flourishing community with a shared vision and understanding of what the Catholic School is and potentially can be. Parents and the wider community play a vital role in contributing to the success and **endeavour** of our community. One of the ongoing goals from the school action plan is to continually seek ways of building these relationships. Significant work has taken place in this area as a result of the school being a part of the National Partnerships Smarter Schools Initiative.

The year began with 25 students enrolled. The Junior Room had 14 students and the Senior Room had 11. These numbers varied throughout the year and the December enrolment was 21.

One of the key components contributing to the success of St. Patrick's is the dedicated staff that give so much allowing others to live life to the full – other staff, children, parents and wider community. This year the school shared a Principal with Our Lady of the Sacred Heart, Elmore. Due to this staffing was adjusted to allow for the employment of a Senior Leader. The staffing for 2013 was 3.3 for the first Semester, then 2.5 for Semester 2. This allowed for a variety of programs such as The Stephanie Alexander Kitchen Garden Program, Music, Italian, Art and tailored teaching in all areas.

Enrolment trends are stable, and all indications are that they will remain steady over the next few years.

Principal's Report

Today, St.Patrick's is a school with education facilities suitable for 21st Century Learning. Over the past 5 years every aspect of the facilities has been rebuilt, refurbished, renovated or built new. Today the school has the latest in electronic learning equipment including interactive whiteboards, a set of computers for each pupil in P/1/2 the 3/4/5/6 class, plus a set of ipads shared between both classes.

National Partnership funding for Low SES schools has enabled St.Patrick's to increase its staffing to facilitate the establishment of the Stephanie Alexander Garden and the training of Colleen Hampson in Reading Recovery.

The focus for 2013 has been to delivery very well supported Literacy & Numeracy programs, supported by music, Art and Drama, Italian and Physical Education. St.Patrick's is very blessed with the dedication and expertise of the present staff and CEO support staff. Innovative programs such as Walker Learning across the school is helping to provide a learning environment and educational programs to meet the present day needs of the students. Additional programs this year included Reading Recovery and the Stephanie Alexander kitchen Garden program. These programs combined with our focus on parental engagement strategies have had a major impact on the building of a positive culture within our school, one that encourages and supports the children and their families.

In 2013 students numbers have remained steady but we did have an extra large group of 8 Foundation students with a predicted intake of only 1 Foundation student for 2014. This will keep our numbers steady as we only have 2 graduating Year 6 pupils. The forecast for 2014 onwards is looking stable and the school will continue with a P-2 (F-2) and a 3-6 in 2014.

The aim of taking the school to the community and bringing the community into the school is working well. The school has had George Otero work with families; staff and Board members to look at ways the school can promote parent and community activities at the school. Part of this has been establishing engagement of the wider community in the daily life of St.Patrick's. An example of this are our special person lunches as part of the Stephanie Alexander Kitchen Garden program.

St.Patrick's is a very well organised and highly functioning school. It is at a stage where it can continue to grow and develop as a professional learning community and a leading Catholic educational presence in Pyramid Hill.

St.Patrick's staff continue to be outstanding models of commitment to their faith. The staff are to be congratulated for the wonderful example they set for all members of the school community. They continue to seek out positive ways of enhancing students' spiritual, emotional and academic development.

The present staff are talented, dedicated and enthusiastic and so wanting to work with our students that St. Patrick's is indeed very blessed by their presence. Their efforts this year are very evident in their joy to be in school and to engage in learning. I thank them for their contribution and their support of me as Shared Principal of St. Patrick's and Our Lady of the Sacred Heart.

In terms of Parish involvement in the school, Father Ferwerda visits the school weekly and the Eucharist with the Parish happens on a regular basis. Sacramental programs ran this year with the Bishop as the celebrant of the Sacramental Mass.

Our School Board and Parents and Friends continue to work unselfishly to provide quality services and resources. The more support we receive from parents, the greater the opportunity we have to develop and extend the resources and facilities around us.

St. Patrick's school, as part of the parish community, attempts to proclaim God's word in a special way. I thank Father Ferwerda, the School Board, Parents and Friends, students, parents and all members of staff for your contribution to the life and growth of St. Patrick's over the past year.

I feel truly blessed to be part of a group that is so dedicated to providing the best learning environment for our children. It is with eagerness and confidence that I look forward to hearing about how St. Patrick's has continued to grow together and excel over the next 12 months.

Catholic Identity

Goals & Intended Outcomes

- Support parents in their role as the first educators in Faith
- Present Liturgies that are contemporary and engaging for children staff and families.
- Deliberately explicit links and naming with our Josephite Heritage.
- Using Religious Education to enhance the Catholic Identity of St. Patrick's.

Achievements

- Liturgies contain music, dance and drama to allow children and parents to participate.
- The newsletter always begins with prayer and reflection engaging the faith tradition with contemporary society.
- Catholic Identity of the school is enhanced by what takes place in Religious Education.
- The whole school regularly attends Mass and children actively take part.
- The Catholic Identity of the school is made explicit through regular inclusions in the newsletter.
- All staff are accredited to teach in a Catholic School with 3 out of 4 teachers further accredited to teach Religious Education.
- Religious Education lessons are delivered by qualified and accredited staff.
- Sacramental Programmes have been conducted for Reconciliation and First Eucharist/ Confirmation. A key aspect of these programmes has been the involvement of parents and their children in home based work as well as twilight sessions at school.
- Faith Formation for staff has been included in Annual Review Meetings.
- Involvement in Social Justice activities is significant as is seen through the support of Caritas.
- The development of environmental consciousness as an imperative of Christian living has been approached through the focus on Environmental and Sustainability education.
- Continued commitment to the Meals on Wheels program.
- Remembrance day service attendance and Community service attendance.
- Outreach to others with visits to the Hostel and distribution of the school newsletter.

Learning & Teaching

Goals & Intended Outcomes

- Present learning that is engaging and student centred.
- Involve parents in the learning and teaching process at our school
- To immerse students in learning opportunities that are not available in Pyramid Hill – and using these experiences as a scaffold to understanding the world beyond.

Achievements

- Continued the Walker Learning Approach to Teaching and Learning.
- George Otero presented parent **information** sessions around parental engagement in education.
- Stephanie Alexander Kitchen Garden Programme continues to be **delivered** on a regular basis.
- Each week children have a formal lesson in the garden and kitchen and skills are transferred to and from numeracy and literacy sessions.
- Whole school camp to Harrietville.
- The First Steps reading and writing programmes continue to be implemented in the school.
- Our school's Visual Arts program has been a significant highlight this year under the leadership of Denise Nihill. Denise has the ability to enable every child to express themselves through Art.
- Staff have based their planning on new AusVELS Curriculum.
- The provision of a high quality, broad based curriculum across all subject areas.
- The use of staff talents and expertise to provide specialist programmes in Music, LOTE, Visual Arts, Physical Education.
- Sporting Carnivals in Swimming, Athletics, Cross Country, Football and Netball.
- Implementation of the Reading Recovery Programme.
- Promotion of Student Leadership through school assemblies.
- Involvement in the Gymnastics Program at the Bendigo Catholic Schools Gym.

2013 NAPLAN Data – Year 3 & 5 Literacy

As there are less than 10 students in the grades that sat NAPLAN the school is unable to share data, as it would breach the privacy of individual's results. Teachers have analysed the results from this year and the school will continue to implement First Steps Reading, Writing and Numeracy to continue to raise the level of Literacy and Numeracy achievement across the school. As well as implementing a rigorous assessment schedule that enables the school to track an individual's progress over time.

Pastoral Care

Goals & Intended Outcomes

- Provide a framework to allow ongoing success in all facets of school life.
- Implement the Response to Intervention Framework.
- Support families in need.

Achievements

- Professional development around the embedding of the PBIS strategy across the school.
- Employment of a School Welfare Officer.
- Home School Communication has been a priority through the weekly publication of a comprehensive newsletter.
- Students at risk have been identified and their needs addressed through Individual Learning Programmes and with the support of school staff and the services of the Catholic Education Office.
- The provision of a School Welfare Officer has been a particular highlight with the delivery of the Bounce Back program.

Student Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 1	87.50
Year 2	93.16
Year 3	88.41
Year 4	97.76
Year 5	92.11
Year 6	82.57
Overall average attendance	90.25

- In 2013 there was a possible 2814 student days available, i.e. 201 school days for students excluding the prep students.

Attendance at St Patrick's involves the classroom teachers marking attendance, reporting absences to the school administration officer. The school administration officer follows up any absence with parents. All attendance data is entered by the classroom teachers onto the Reporter Pro software supplied by Human Edge.

Leadership

Goals & Intended Outcomes

- For all staff to understand the importance of student centred learning.
- Children to gain leadership experience and input from outside St. Patrick's School.
- Students to take on regular student leadership opportunities within the daily life of the school.

Achievements

- Staff attending in-services, and adopting these as a part of their practice. Much emphasise continues to be the student centred learning philosophy of Walker Learning and developing a Professional Learning Community.
- Students attended Cluster Leadership days in March.
- Students organise assemblies, fundraisers and student leadership opportunities in the school.
- Senior Leaders role established as part of the Shared Principalship model.
- Implementation of Shared Principalship model between Our Lady of the Sacred Heart, Elmore and St Patrick's Pyramid Hill.
- All staff comply with Victorian Institute of Teaching regulations.
- Staffing levels and structures are implemented to best meet the needs of the students.
- The School Board during 2013 has been overseeing the development new School Improvement Plan. Staff have continued mapping their Professional Development history and planning for future needs has been commenced.
- CPR update for staff and Senior room students.
- Leadership days in March and November.

Staff Attendance

- Teaching staff took 17 days of long service leave during 2013.
- On average teaching staff attended for 96.8% of a possible 201 school days.
- Staff attending approved professional learning activities, are classified as in attendance.
- On average other staff attended for 100% of possible school days.
- Only Ms Denise Nihill will not be working at St Patrick's in 2014.
- All ancillary staff, including the Administrative Officer were retained with some minor adjustments to time allocation.

Staff Qualifications

- All teachers hold a Bachelor Degree or higher or a Diploma based on their year of training.
- All teaching staff hold registration to teach in a Catholic school.
- 100% of teaching staff hold Accreditation to Teach Religious Education in a Catholic school.

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	50.00%
Graduate	50.00%
Certificate Graduate	0.00%
Degree Bachelor	50.00%
Diploma Advanced	50.00%
No Qualifications Listed	0.00%

Staff Retention

- The staff retention rate for St Patrick's was 100% except for the departure of the Principal and a Shared Principal being appointed.

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	4
FTE Teaching Staff	3.880
Non-Teaching Staff (Head Count)	3
FTE Non-Teaching Staff	1.425

Indigenous Teaching Staff

0

Professional development

- The average expenditure per Full Time Equivalent (FTE) teacher on professional learning activities, excluding the cost of replacement teachers was \$350. These PD costs arose from a two day staff THRASS course which all teaching school staff attended.
- The average expenditure per Full Time Equivalent (FTE) teacher for replacement costs for professional learning activities and meetings was \$7582.40. However 82% of these costs were associated with the Reading Recovery training that we received special funding for to cover these costs.
- Reuben Johnson attended Principals' Meetings during the year.
- All teachers completed the training course for CPR.
- Colleen Hampson attended Religious Education Coordinator Network meetings which included a major focus on the implementation of Source of Life and reporting in Religious Education.
- All classroom teachers participated in Religious Education professional learning days aimed at their particular year levels.
- Jacinta Hicks attended the 2 day Administrative Officers conference as well as a number of finance workshops, plus 4 days study in Shepparton.
- Colleen Hampson attended Learning Leaders Network days.
- All staff attended a 1 day workshop with George Otero on Parental Engagement.
- Jacinta and Reuben attended 4 Financial Administration workshops.

Finance, Facilities & Resources

Goals & Intended Outcomes

- Align buildings and resources with the pedagogy of child centred learning.

Achievements

- Garden infrastructure maintained
- Tools for use in the garden.
- The school continues to be extremely well resourced across all areas of the curriculum providing resources to cater for the individual needs and learning styles of each student
- The school has included environmentally sustainable features in present and future planning.
- The ongoing efforts of the school community in attending to cyclical maintenance tasks through regular working bees, is a valuable asset to the school.
- The quality of teaching and learning facilities are excellent for the teaching of a creative self-directed 21st century curriculum.
- Improved financial reporting process to the school board implemented this year by the Administration Officer and current Principal.

Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH	\$
Recurrent income	Tuition	
School fees		
Other fee income	\$2750	
Private income	\$7296	
State government recurrent grants	\$101,466	
Australian government recurrent grants	\$540,003	
Total recurrent income		\$651,514
Recurrent Expenditure	Tuition	
Salaries; allowances and related expenses	\$279,836	
Non salary expenses	\$93,561	
Total recurrent expenditure		\$373,397
Capital income and expenditure	Tuition	
Government capital grants		
Capital fees and levies	\$5823	
Other capital income	\$4080	
Total capital income		\$9903
Total capital expenditure		\$14,827
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)		
Total opening balance	\$47,436	
Total closing balance	\$40,900	

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. The Department of Education, Employment and Workplace Relations (DEEWR) is in the process of reviewing the Financial Questionnaire (FQ) during 2010 that may ultimately change the method of reporting these exclusions. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website later this year. 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.

Thank You

The 2013 school year rapidly passed us by and it was one of great achievements. It has been an extremely busy and fruitful year, one where building on our understanding of Parental Engagement further enhanced our excellent school. 2014 will see even more parental engagement initiatives being implemented at St Patrick's.

I am extremely grateful to all the staff of St Patrick's School for their dedication, professionalism and care for the children. We are indeed fortunate to have such an exemplary teaching, administrative and support staff. Thank you to the Parents and Friends Association and the School Board for their tireless work which makes the school a better place and enhances the education of your children. Thanks and good luck also to our graduating Grade 6 children who embark on their new challenges of Secondary school next year.

I would also take this opportunity to commend Bill Quinn and Geoff Hampson for their outstanding work throughout this year as Board Members of St Patrick's. They have made my job as principal of St Patrick's a lot easier by their warmth and hospitality and thank them both and the rest of the School Board for their support during the year.

Fr Ferwerda was also a great support and his continuous offers of support, encouragement and spiritual guidance throughout the year were essential and were a living example of the identity of St Patrick's as a Catholic school.

I congratulate Jasmine Ryan on her appointment as principal for 2014 and I wish her and the whole school community every success.

Reuben Johnson