



**St Patrick's Primary
School, GYMPIE**

Annual Report 2021

**Brisbane Catholic Education is
a faith-filled learning community
creating a better future.**

Contact information

| | |
|-----------------------|---|
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Principal's foreword

The 2021 Annual Report presents information for reporting requirements and informs the wider community of our school's operations and achievements through the year. The report includes information on the school's profile, curriculum delivery, social climate, school funding, workforce composition and student performance.

St Patrick's is a co-educational primary school with an enrolment of 258 students. Situated on Calton Hill, Gympie, St Patricks Primary School aims to develop students' self-worth, social, academic and sporting skills, moral and value awareness and religious formation - all of which work together to reflect our school motto "Let your Light Shine."

School progress towards its goals in 2021

Our 2021 Learning and Teaching Goal was to improve student writing by building teacher capacity to understand, deliver and assess the curriculum intent in English through the use of learning walls.

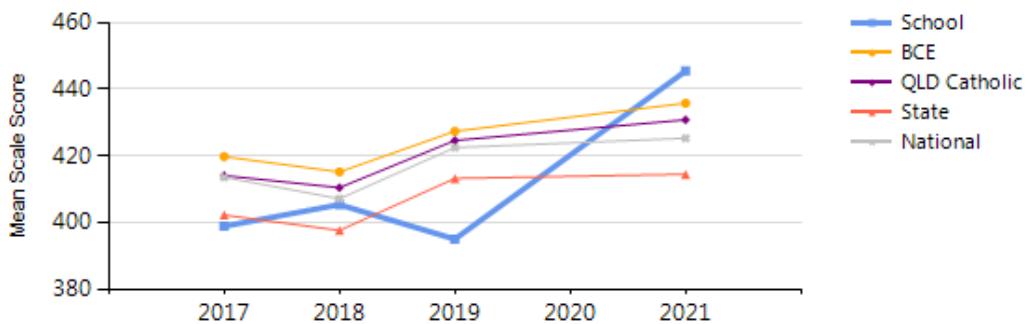
Term 1: Develop Assessment Capable Learner skills, especially in relation to writing.

- PD - 7 Steps to Writing Success
- Implementation of daily short explicit writing time with engaging stimulus
- Providing daily opportunities for Year 4 – 6 students to use digital devices when writing
- PLL support during planning for writing experiences
- Opportunities provided for PLL to model best practice and to release teachers to observe peer practices.

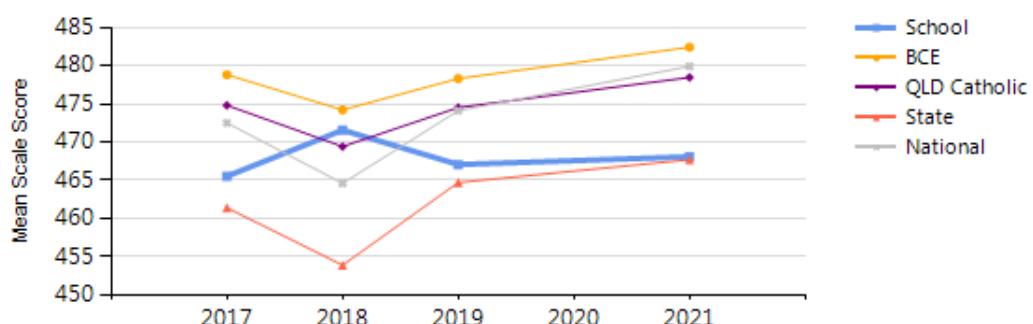
Term 2: Review and use of data in collaborative planning sessions.

- Staff meeting focus on NAPLAN and BCE writing criteria to identify areas of need to inform planning
- NAPLAN writing results showed significant improvement in the year 3, however year 5 cohort showed less pleasing progress.

Year 3 Test - NAPLAN Trend - Writing



Year 5 Test - NAPLAN Trend - Writing



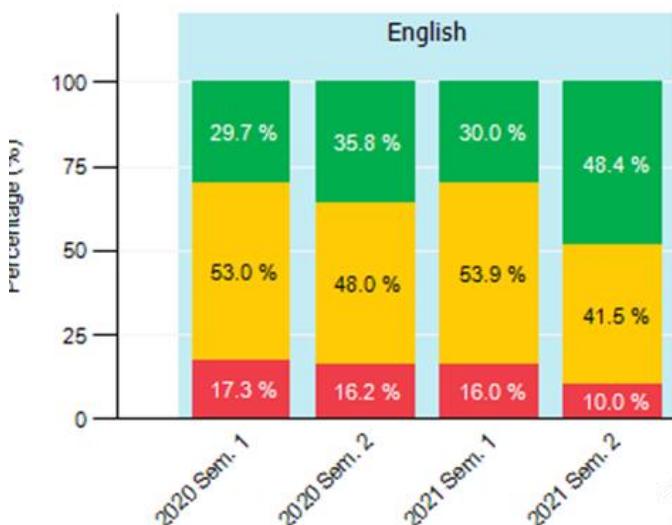
Term 3: Twilight PD session: English Curriculum and English Blocks.

- Clarification of the intent of English curriculum and teaching English concepts and expectations for planning and teaching in English blocks
- Introduction of structured word inquiry approach to teaching spelling (Effective Spelling Resource)
- Introduction of Learning Walls – Writing bump it up examples and setting student writing goals.

Term 4: Embedding of Learning Walls.

- PLL and leadership classroom observations showed practices were embedded across most of the school.

Significant improvement in SRS reporting from Semester 1 to 2 in English in 2021 compared to 2020.



Our 2021 Wellbeing Goal - Embed MYTERN (Take Emotional Responsibility Now) language in the whole school community to teach students self-regulation skills, create more positive patterns of thought and behaviour, and to enable consistent response to student behaviour.

Term 1:

- Pupil Free days: Wellbeing Focus.
 1. Review PB4L framework with staff. Guidance Counsellor provided Professional Development on Tier 1 of PB4L framework. Staff examined multiple examples of Behaviour Matrix' developed by BCE schools, and agreed on the values of Respect, Engage in Learning and Safety for St. Patrick's Matrix. Staff brainstormed and agreed upon specific locations/contexts within the school that require explicit teaching and consistency of expectations.
 2. Introduction to MYTERN language. Dr. Jane Foster presented a session to support staff wellbeing by exploring triggers and useful tools for coping with personal and professional challenges." The option was put forward to implement this language as a whole school community approach to behaviour and wellbeing. Staff voted in agreement that MYTERN would be implemented as a Tier 1 strategy.
- Met with Dr. Jane Foster. Discussed benefits of MYTERN language in creating a new culture where individuals cease to blame, judge and retaliate and instead learn to self-regulate, embrace responsibility, develop empathy and tolerance. Planned for implementation.
- Facilitated two days of professional development including Staff, Parent and Student sessions to familiarise the whole school community with the common language and practices of MYTERN.
- Over two staff meetings, teacher collaborative groups identified behaviour statements under the School Behaviour Matrix headings of Values/location and negotiated the specific vocabulary to accommodate appropriateness for all year levels.

Term 2:

- Guidance Counsellor visits classrooms to check in and review MYTERN language (use of rough and smooth roads metaphor and staying in control) in the context of friendships, emotional regulation and academic areas.
- Staff completed second edit of Behaviour Matrix.
- Met with Mel Graham (EO Behaviour Support) to plan the next step, i.e., formulating Motto and Design for Behaviour Matrix. Scheduled staff meeting Term 3.
- Introduced Behaviour Matrix to students and explicitly taught behaviours as a trial in preparation for final tweak and publishing.

Term 3:

- Staff meeting check-ins to review consistency of MYTERN language and practices.
- Staff collaborated with Mel Graham for final review and edit of Behaviour Matrix following class implementation. Specific behaviour statements were added under the Safety heading to include the language of MYTERN metaphor e.g., being aware of triggers and using our Personal Emotional Tools to stay in control.
- Staff brainstormed design options and established the RAY catch phrase (Respect, Act Safely, Your Learning) for easy recall of school rules. The lantern symbol was chosen to accompany our school motto "Let your light shine."
- Staff room display and voting occurred to determine the preferred lantern design and colour.
- Published matrix is displayed in all classrooms and traffic areas.
- Published Matrix is entered in the St Patrick's Student Behaviour Support Plan on the School website.

Term 4:

- Staff meeting check-ins to review consistency of MYTERN language and practices.
- Staff meeting check-ins to review consistency of use of Behaviour Matrix.
- Use Engage data to review effectiveness of MYTERN and PB4L.

Future outlook

The following are St Patrick's Primary School Gympie's priorities and school goals to be achieved over the course of 2022:

- Learning and Teaching - Develop consistent and collaborative school wide practices that are aligned with the Australian Curriculum English informed by data to progress student learning in reading.
- Catholic Identity - Focus on developing clear assessment tasks in Religion that contain opportunities for students to demonstrate their achievement to the highest level.
- Wellbeing - Continue to embed PB4L within the school with particular focus on teaching the school wide expectations of behaviour.
- Our People - Create a professional culture of collaboration and learning.
- Diversity and Inclusion - Continue recent work on aligning the functional impact of impairment (SWD) with adjustments in planning.
- Organisational Effectiveness - Create processes to support a professional culture of collaboration and learning.

The break down for our 2022 plans are as follows:

| Strategic priority | Goal (Improvement area) | Strategies for improvement | Timeline |
|-----------------------|---|--|---|
| | <i>What is the school seeking to improve? Where do you want to be at the end of the year?</i> | <i>Describe what specifically will be done to achieve the aimed for success. How will you achieve your goal? What research and evidence-based practices will enable the achievement of the goal?</i> | <i>When will the strategies be undertaken?</i> |
| Catholic identity | Focus on developing clear assessment tasks in Religion that provide opportunities that demonstrate student achievement to the highest level | <ul style="list-style-type: none"> • Clarity around assessment tasks and achievement levels (A-E) in Religion • Moderation of RE work samples and assessment criteria • Staff PD on understanding the intent and meaning of the RE Curriculum • APRE audit RE planning across the school • Introduce backward mapping when planning (begin with assessment) | <p>This will begin in Term One and will continue throughout each term.</p> <p>Moderation will occur at CTJ, staff meetings and planning time throughout the year</p> <p>Semester One</p> <p>The audit will occur in Term One, 2022</p> <p>Term One and will continue throughout the year.</p> |
| Learning and teaching | Develop consistent and collaborative school wide practices that are aligned with Australia Curriculum English, informed by data to progress student learning in Reading | <ul style="list-style-type: none"> • regular monitoring and analysis of reading data • Implementation of High Impact Teaching Strategies in Reading • Making the culture and celebration of reading visible throughout the school community | <p>This will begin in Term One and will continue throughout each term.</p> <p>Leadership team will reflect on progress and identify next strategic steps at the end of each term.</p> |
| Wellbeing | Continue to embed PB4L within the school, with particular focus on teaching the school wide expectations of behaviour. | <ul style="list-style-type: none"> • More community awareness of School Expectations – links between home and school • School expectation for the first 2 weeks of schools that all classrooms will explicitly teach the school expectations | <p>This will begin in Term One and will continue throughout each term.</p> <p>Leadership team will reflect on progress and identify next</p> |

| Strategic priority | Goal (Improvement area) | Strategies for improvement | Timeline |
|------------------------------|--|---|---|
| | | <ul style="list-style-type: none"> • Introduce school wide positive behaviour awards • Continue to have a school behaviour focus for Monday morning assemblies | strategic steps at the end of each term. |
| Our people | Create a professional culture of collaboration and learning. | <ul style="list-style-type: none"> • Planning and assessing using the Australian Curriculum • Developing consistent pedagogical approaches in reading • The collection, monitoring and analysis of data to inform teaching • Fostering professional collaborative relationships | <p>This will begin in Term One and will continue throughout each term.</p> <p>Leadership team will reflect on progress and identify next strategic steps at the end of each term.</p> |
| Diversity and inclusion | Continue recent work on aligning the functional impact of impairment (SWD) with adjustments in planning. | <ul style="list-style-type: none"> • STIE joins PLL for planning with staff at the beginning of the year to develop profile of learners with teachers • Continue professional conversations with STIE/GC/PLL/class teachers and Student Support Officers to best meet the needs of students and record adjustments. | <p>This will begin in Term One and will continue throughout each term.</p> <p>STIE/GC will communicate NCCD requirements before end Semester One.</p> |
| Organisational effectiveness | Create processes to support a professional culture of collaboration and learning. | <ul style="list-style-type: none"> • Strategic resourcing of PPCT • Timetables facilitate regular team-teaching meetings • School wide expectations for the sharing of practice and the giving receiving feedback – leadership and peer based • Strategic planning of staff meetings that embed professional dialogue • Established expectations of collaborative teaching teams | <p>This will begin in Term One and will continue throughout each term.</p> <p>Leadership team will reflect on progress and identify next strategic steps at the end of each term.</p> |

Our school at a glance

School profile

St Patrick's Primary School is a Catholic school administered through Catholic Education Archdiocese of Brisbane.

Coeducational or single sex: Coeducational

Year levels offered in 2021: Primary

Student enrolments for this school:

| | Total | Girls | Boys | Aboriginal and Torres Strait Islander students |
|------|-------|-------|------|--|
| 2021 | 258 | 122 | 136 | 10 |

Student counts are based on the Census (August) enrolment collection.

Our students come predominately from working families who are great supporters of our school. St Patrick's has a rich history within the Catholic tradition and local community. Our learners are diverse individuals that are supported to achieve success in learning. Learning at St Patricks School is grounded in a strong educational framework and our students learn in a safe and supportive environment. Learners at St Patrick's School are given the opportunity to contribute back to the community. Each student is valued, treated with dignity and justice, and given opportunities to express and celebrate their faith. Our students have many and varied talents and are engaged in many extracurricular activities including sport, music, drama, and dance inside and outside of the school context. Many opportunities are provided for our learners to celebrate the traditions of the various cultures that make up our community. The majority of our students transition to St Patrick's College at the end of Year 6.

Curriculum implementation

Curriculum overview

At St Patrick's School, the Australian Curriculum is implemented in alignment with the Brisbane Catholic Education Excellent Learning and Teaching strategy. Teachers work collaboratively to share expertise, co-plan and teach, and differentiate their pedagogical practice to address the learning needs of each student. The progress of each student is tracked using observational and formal assessment data, which is used to improve and enhance their learning. The St Patrick's School curriculum is designed to assist students to become learners well equipped to be active participants in the 21st Century context.

Extra-curricular activities

- Parish Masses
- Social Justice Activities – Maroon for Mission Day and Project Compassion fund raising.
- Harmony Choir, Marimba Band, instrumental music and Eisteddfods
- ICAS and Australasian competitions and Premier's Reading Challenge
- Local community activities – Winter Trees on Mary, Anzac Day March
- Interschool sporting events. School teams entered in local sporting competitions.
- After School STEM club.

How information and communication technologies are used to assist learning

The pedagogy and use of Information and Communication technologies is embedded throughout the school curriculum. Online maths and literacy resources are accessed for student research and learning.

The school IT Technician/Learning Assistant implements timetabled in-class sessions on the use of technology, designed for both student and staff learning.

Social climate

Overview

St Patrick's Primary School exists to partner with parents in the important task of educating their children. The school is privileged to be part of this partnership that will contribute to each child's total development. We endeavour to assist in the development of each child's self-worth, social skills, sporting skills, academic progress, behavioural choices and moral awareness. We strive to always be willing to discuss any questions or concerns parents may have as they arise and provide more detailed information if required. Children will receive the best possible education when home and school, work together with shared goals and principles. St Patrick's School also has an anti-bullying policy and guidelines for practice that are implemented when dealing with inappropriate behaviour. St Patrick's Primary School's Behaviour Matrix outlines the behaviours expected of all students in order to be respectful and safe learners in our community and this contributes to the safe and supportive environment of the school. The My Tern program is utilised to provide students with the strategies and language that assist them to express and process their emotions. A well-being room has been set up to support children who find social times such as playtime difficult to navigate without additional adult support.

Parent, student and staff satisfaction

The tables below show selected items from the Parent/Caregiver, Student and Staff BCE Listens Surveys.

BCE Listens Survey - Parent satisfaction

| Performance measure | 2020 |
|---|-------|
| Percentage of parents/carers who agree [#] that: | |
| This school helps my child to develop their relationship with God | 98.1% |
| School staff demonstrate the school's Catholic Christian values | 98.0% |
| Teachers at this school have high expectations for my child | 96.1% |
| Staff at this school care about my child | 96.2% |
| I can talk to my child's teachers about my concerns | 94.2% |
| Teachers at this school encourage me to take an active role in my child's education | 86.5% |
| My child feels safe at this school | 94.2% |
| The facilities at this school support my child's educational needs | 94.2% |
| This school looks for ways to improve | 86.3% |
| I am happy my child is at this school | 94.1% |

BCE Listens Survey - Student satisfaction

| Performance measure | 2020 |
|--|-------|
| Percentage of students who agree[#] that: | |
| My school helps me develop my relationship with God | 91.1% |
| I enjoy learning at my school | 93.7% |
| Teachers expect me to work to the best of my ability in all my learning | 96.1% |
| Feedback from my teacher helps me learn | 94.5% |
| Teachers at my school treat me fairly | 94.5% |
| If I was unhappy about something at school I would talk to a school leader or teacher about it | 81.1% |
| I feel safe at school | 95.3% |
| I am happy to be at my school | 92.1% |

BCE Listens Survey - Staff satisfaction

| Performance measure | 2020 |
|---|-------|
| Percentage of staff who agree[#] that: | |
| Working at this school helps me to have a deeper understanding of faith | 79.4% |
| School staff demonstrate this school's Catholic Christian values | 85.3% |
| This school acts on staff feedback | 42.4% |
| This school looks for ways to improve | 61.8% |
| I am recognised for my efforts at work | 52.9% |
| In general students at this school respect staff members | 97.1% |
| This school makes student protection everyone's responsibility | 97.0% |
| I enjoy working at this school | 75.8% |

'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.

DW = Data withheld to ensure confidentiality.

Family and community engagement

Covid-19 Restrictions in place at the time impacted the range of family and community engagement opportunities on offer at St Patricks School in 2021. Activities that were able to proceed in 2021 included the Parents and Friends Association, Little Kids Day Out, Anzac Day, St Vincent de Paul Winter and Christmas Appeals, Winter Trees on Mary and sporting events.

The school continues to work in partnership with parents to address the learning needs of their children. Curriculum Access plans are developed in consultation with parents, teachers, and appropriate staff members, and are reviewed regularly.

School funding

School income broken down by funding source

School income, reported by financial year accounting cycle using standardized national methodologies and broken down by funding source is available via the *My School* website.

How to access income details

1. Click on the *My School* link <http://www.myschool.edu.au/>.
2. Enter the school name or suburb of the school you wish to search.

3. Click on 'View School Profile' of the appropriate school to access the school's profile.

Note: If you are unable to access the internet, please contact the school for a hard copy of the school's financial information.

Our staff profile

Workforce composition

| Description | Teaching Staff* | Non-Teaching Staff |
|-----------------------|-----------------|--------------------|
| Headcount | 19 | 19 |
| Full-time Equivalents | 15.4 | 11.1 |

*Teaching staff includes School Leaders

Qualification of all teachers*

| Highest level of qualification | Number of classroom teachers and school leaders at the school |
|--------------------------------|---|
| Doctorate | 0 |
| Masters | 4 |
| Graduate diploma etc.** | 1 |
| Bachelor degree | 13 |
| Diploma | 1 |
| Certificate | 0 |

*Teaching staff includes School Leaders

**Graduate diploma etc. includes graduate diploma, bachelor honours degree, and graduate certificate.

Professional development

The major professional development initiatives of 2021 are as follows:

Strengthening Catholic Identity

- Staff Collaborative workshops – Articulating Our Mission and Vision
- Embedding Catholic Perspectives in English - EO facilitator
- Embedding Catholic Perspectives in Health - EO facilitator.

Learning and Teaching

- Differentiated Practices – PLL facilitator
- NCCD and Adjustments – STIE facilitator
- MYTERN – Dr Jane Foster.

Building a Sustainable Future

- Team Coaching Program – Tammy McCartney facilitator.

The proportion of the teaching staff involved in professional development activities during 2021 was 100%.

Staff attendance and retention

Average staff attendance

| Description | % |
|---|-------|
| Staff attendance for permanent and temporary staff and school leaders | 94.0% |

Proportion of staff retained from the previous school year

From the end of the previous school year 94% of staff were retained by the school for the entire 2021 year.

Performance of our students

Key student outcomes

Student attendance

The overall student attendance rate in 2021 for all Brisbane Catholic Education schools across years Prep-6 was 92.4%.

| Description | % |
|---|-------|
| The overall attendance rate* for the students at this school | 91.9% |
| Attendance rate for Aboriginal and Torres Strait Islander students at this school | 92.6% |

| Average attendance rate per year level | | | |
|--|-------|------------------------|-------|
| Prep attendance rate | 91.3% | Year 4 attendance rate | 91.8% |
| Year 1 attendance rate | 92.2% | Year 5 attendance rate | 90.1% |
| Year 2 attendance rate | 91.4% | Year 6 attendance rate | 92.8% |
| Year 3 attendance rate | 93.3% | | |

*The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

Description of how non-attendance is managed by the school

All students are expected to attend school each school day. The student attendance roll is taken twice daily (in both the morning / afternoon). Parents notify via phone, mail, or the absentee email address if their child is absent. Parents of students whose absence has not been notified are contacted via phone at 9.30am on the morning of their absence.

- Regular contact is made with parents if their child is absent for more than 5 days.
- Promotional posters regarding regular attendance are displayed within proximity of the sign-in area and outside the school office.
- Regular school attendance is promoted each term in the school newsletter and Facebook page.
- Students' attendance data is monitored and the principal contacts parents of students whose attendance has become irregular, to discuss concerns and offer support.

NAPLAN

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 NAPLAN tests are available via the [My School](#) website.

How to access our NAPLAN results

5. Click on the [My School](#) link <http://www.myschool.edu.au/>.
6. Enter the school name or suburb of the school you wish to search.



A screenshot of a search bar interface. It features a large input field for 'Search by school name or suburb' with placeholder text 'Search by school name or suburb'. To the right are three dropdown menus: 'School sector' (with a downward arrow), 'School type' (with a downward arrow), and 'State' (with a downward arrow). On the far right is a magnifying glass icon representing the search function.

7. Click on 'View School Profile' of the appropriate school to access the school's profile.

[**View School Profile**](#)

8. Click on 'NAPLAN' to access the school NAPLAN information.



A screenshot of a navigation menu with several tabs. The tabs are: 'School profile' (highlighted in dark red), 'NAPLAN' (highlighted in dark red), 'Attendance', 'Finances', 'VET in schools', 'Senior secondary', and 'Schools map'. The 'NAPLAN' tab is currently active.

Notes:

1. If you are unable to access the internet, please contact the school for a hard copy of the school's NAPLAN results.
2. The National Assessment Program – Literacy and Numeracy ([NAPLAN](#)) is an annual assessment for students in Years 3, 5, 7 and 9.