

ANNUAL REPORT TO THE SCHOOL COMMUNITY



St Patrick's Primary School
Kilmore



2018

REGISTERED SCHOOL NUMBER: 0184

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Minimum Standards Attestation

I, Michael Bourne, attest that St Patrick's Primary School Kilmore 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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

6/05/2019

Our School Vision

St Patrick's is a Catholic learning community. We commit to being a school where all members have an opportunity to flourish in an inclusive relational environment.

We believe in developing active and curious learners. We aspire to be compassionate and responsive to the needs of all.

School Overview

St. Patrick's Primary School, Kilmore, is a co-educational Catholic Primary School in the town of Kilmore which is 65 kilometres north of Melbourne. In 2018 the school had an enrolment of 568 students. While the school was established in 1968, the parish of St. Patrick's Kilmore has a long and proud tradition with the parish established in 1849. Students at St. Patrick's Primary enjoy excellent facilities that are in a safe & well maintained learning environment.

The primary school sits alongside Assumption College Kilmore, a Marist Year 7 – 12 co-educational school and St Patrick's Primary is one of four schools in the township of Kilmore. St. Patrick's has a close and unique connection to Assumption College and the primary school is a feeder school into the College.

In 2018 St. Patrick's Primary was comprised of twenty one classes with three classes in every year level Prep to Year 6. The school has a dedicated Library, a Visual Arts Centre, a Performing Arts Centre, a sports stadium and canteen. The school also houses specialist Music teachers from drum, piano and guitar. The St Patrick's Netball Club was established 28 years ago and makes use of the three school netball courts every Saturday morning. In 2018 one hundred students from the school were enrolled in the netball club.

The school offers specialist lessons in Performing Arts, Physical Education, Visual Arts and LOTE (French). The school also provides access on site to a Speech Pathologist, Occupational Therapist and Counsellors and has a well-established partnership with the "I Can" network.

Students enrolled in the school live in a wide range of locations including Kilmore, Kilmore East, Wandong, Heathcote Junction, Pyalong & Broadford. All of these areas are within a twenty five minute commute from the school. Many of our students travel to school by bus using the bus service provided by Assumption College.

The parish of Kilmore is a rapidly developing area with industries including pastoral, horse racing, education, tourism and trade related businesses. The parish has opened a second primary school in Wallan East. During the construction of the new school in 2018, the staff and students of Our Lady of the Way Primary Wallan East were housed on the St. Patrick's school site in Kilmore.

Our parents are encouraged to become engaged with their child's learning and to play an active part in the life of the school and the parish. Parents are active in a variety of ways including: the School Advisory Board, the Parents and Friends Association, membership on school committees, participation in working bees, sporting days, excursions, and as classroom helpers.

Principal's Report

The school enrolments remained constant in 2018 with an enrolment of 568 students. In 2018 the parish started the construction of the new primary school named Our Lady of the Way Primary in Wallan East and St Patrick's was the host school for the first three classes for the new school. It was a privilege for our community to be able to host the new school students, staff and parents for the 2018 school year and the opportunity to be a host school has assisted in cementing a strong rapport between the two school communities.

The unique relationship between St Patrick's Primary & Assumption College Kilmore saw staff from both schools attending joint staff Masses, staff meetings & training sessions. The shared use of facilities, the schools Year 6 to Year 7 transition program & the alignment of policies and procedures has all continued to benefit the students, families and staff of both schools. Extensive conversations and planning throughout the year took place to continue this work in 2019.

A highlight of the year was the extensive provision of extra-curricular activities available to our students. Chess Club, Lego Club, Games Club, Choir & Computer Club were all well attended throughout the year. Approximately one hundred students participated in drum, piano and guitar lessons. The school continued to support the St. Patrick's netball club with approximately one hundred students enrolling to play in the 2018 season. Netball matches were held each Saturday in terms two and three with training for the teams held after school.

The school continued to strengthen and consolidate the Year 6 student leaders program. A new school prayer was completed after extensive consultation with staff, families and students and staff and students were able to participate in a wide range of social justice activities. Staff continued to receive extensive professional learning opportunities and the implementation of the new MAPPEN Inquiry program was very well received by staff & students. The school made major improvements in the areas of ICT & STEAM with improved teaching practices and a significant upgrade of equipment.

The 2018 Country Fair held in April and supported by over 5000 participants was an example of the strong social capital that is a trademark of St Patrick's Primary. Our Visual Arts program was celebrated with a very well attended Art Show. A Musical Soiree was held in November which was an opportunity for the students who having been learning to play an instrument to showcase their learning.

The school was generously supported by the Parents & Friends Association and the School Board throughout the year. The midyear Parents and Friends Dinner dance, once a term working bees, the Mother's Day and Father's Day breakfasts and stalls were highlights in a busy and successful year filled with many events.

The Year Six Graduation was held in December in the school stadium and was a fitting way to celebrate the achievements of our senior students and thank those students and families for all they had contributed to our school community.

School Education Board Report

As a parish school, the School Advisory Board acts as a support and advice group to the Parish Priest and School Principal. It gives voice to the parents/carers of the school during decision making processes.

During 2018 the school increased our commitment to support Our Lady of the Way Wallan (OLOW) and opened up three of our learning spaces to accommodate three classes for OLOW in readiness for its opening at its own site in 2019.

Also during 2018 we supported the school's decision to implement two new software platforms, SIMON and CompliSpace, to move the school towards online systems around parent interaction and communication, including school attendance and reporting through SIMON, and also around policy management, staff education and risk management through CompliSpace.

The SAB also supported the school through activities including:

- Continuing to develop a strong family/school partnership plan to bring our families and school closer together;
- Review of protocols and policies including behaviour management and uniform;
- Consultation in relation to the setting of school fees in terms of pupil number projections and impacts on families of any increases; and
- A review of the school's NAPLAN results and what was required to support continued improvement.

Late in 2018 the school received the insight SRC data, which saw an increase in some data areas, which speaks to the tireless work of the leadership, staff, families and children to better our school and the way it operates. It also helped inform the school leadership of the areas that require focus for 2019.

At the end of 2018 we saw a number of staff leave for a variety of reasons, including moving to Our Lady of the Way, pregnancy and retirement. I wish to thank those exiting staff for their time at the school and welcome those new staff and hope they have a wonderful experience with us at St Patrick's Kilmore.

As the incoming SAB chair, I would like to take this opportunity to thank all of the 2018 SAB board members and committees, and in particular the Parents and Friends, for the tireless work that they do for the betterment of the school, both in fundraising and social events, and also in engaging families and promoting the social capital that we have within our school community.

I must also thank all of the staff at St Patrick's for their dedication to our children's education and well-being and the contribution they make to the wonderful feel of our school. As parents we are blessed to have such dedicated educators joining us as we work together in the education of our children.

Nicole Maxwell
St Patrick's Primary School Advisory Board Chair

Education in Faith

Goals & Intended Outcomes

At St Patrick's, our primary focus was to maintain a commitment of developing and nurturing a deeper relationship with God and to strengthen the sense of Catholic Identity.

Specific focus was given to the following intended outcomes:

That student engagement in Religious Education improves.

That community engagement in the faith life of our school and parish community will continue to be enhanced.

Achievements

In 2018 St Patrick's provided a rich and varied liturgical life for staff, students and families. The staff continued to have opportunity to nurture their faith development and professional development in RE. Staff continued focusing on "Interfaith Prayer" focusing on the Abrahamic religions: Christianity, Islam, and Judaism. Some staff members continued their Postgraduate course to gain their accreditation to teach RE. Facilitated planning using the newly formed Curriculum Framework centred on global concerns and how it affects us today. The RE Leader continued to give teachers opportunities to build teacher capacity and empower them through planning delivering a well-rounded RE program.

Prayer continued to be experienced in various ways. Community prayer was shared at assembly each week and classes led prayer based on a liturgical feast, a current theme, world situation of importance or on the previous Sunday's scripture. Each week, various classes attended a scheduled Parish Mass and the whole school continued to gather and worship at Opening School Mass, St Patrick's Feast Day, Ash Wednesday, Holy Week Passion Liturgy, ANZAC Day, Feast of the Assumption, Remembrance Day and Whole school weekly Advent prayers in the courtyard. The school community continued to commence the day with Christian meditation and prayer. Staff prayed together at the commencement of staff meetings and in times of grief. Parents were given opportunities to pray at the commencement of meetings i.e. P&F meetings, school led curriculum and faith meetings, School Advisory Board Meetings. Collaboration with staff, students and families led to creating the school prayer.

Students continued their faith journey through the reception of the Sacraments of First Reconciliation, First Eucharist and Confirmation. A special blessing was offered for non-baptised students. Students in particular Years 3, 4 and 6 were supported by school staff across various levels with sacramental preparation which included Commitment Masses, Faith Formation Evenings, Retreat Days and celebrations. Year 6 students attended mass at St Patrick's cathedral and explored Saint Mary MacKillop of the Cross Heritage Centre during their camp schedule.

Social Justice initiatives continued with the school donating 10 percent of all fundraising to Caritas Australia, the school's main charitable organisation. Student Leaders participated in Mini Vinnies Workshop with other schools looking at how to promote social justice awareness in the community. Students were encouraged to support the wider community through prayer and financial support. The school collected food and money for St Vincent de Paul for the Winter Appeal and the Christmas gift collection. Several groups of children including our year four students collected goods that went to the Samaritan's Purse International Relief. Families and

staff were very generous with providing food for those who were ill or in need. Weekly Breakfast Club continued through the generous support of St Vincent de Paul

Religious Education resources were updated. Standing crucifixes, battery operated candles, Virgin Mary Lamps, class set of rosary beads and hand held crosses were purchased for all classrooms.

RE Leader and assistant RE leader attended CEM Zone network days exploring the new frameworks. RE Leader regularly met with the Assumption College Faith team and Our Lady of the Way RE Leader to discuss various combined faith liturgies and how to promote RE in the schools.

VALUE ADDED

Staff confidence increased and interfaith connections in RE planning was included.

Breakfast Club was open to both Our Lady of the Way students and St Patrick's Kilmore students. Attendance was high for both schools and promoted interaction with both schools

Student's awareness of Social Justice Issues increased with many wanting to take part in activities and fundraising.

Students confidence and participation increased with assisting in leading whole school ceremonies and liturgies as well as taking part in a once a term class Mass.

Introduction of Peer Mediators supported students with resolving conflict so we live peacefully and respectfully.

Introduction of two faith formation workshops per sacrament – one in the afternoon and one in the evening allowed for more family participation

Learning & Teaching

Goals & Intended Outcomes

That student achievement in Numeracy will improve.

That student achievement in Reading will improve.

That students will be further challenged and engaged in their learning.

Achievements

Our continuing vision for the 2019 school year is that every child at St Patrick's experiences 12 months growth in 12 months.

Looking back over the 2018 school year there are many achievements and milestones to celebrate. Levelled Literacy Intervention (LLI) program continued with students' progress being monitored. The CAFÉ and Daily 5 Model of learning to read which focuses on developing reading strategies and sustained independent reading continued across the school from P-6. This model allows teachers to conference individually with each child and set personalised goals to build identified literacy skills at their point of need. Reading Records were completed in Years 3-6 using the Fountas and Pinnell Benchmarks, once per semester. Preps - Grade 2's continued to use the PM Benchmark Kits for reading records, every term. In 2018 all students Reading Records were tracked and monitored. This further enhanced data collected by teachers to ensure student needs were met.

Our NAPLAN data identified the lifting of 'at risk' students for Reading in both Year 3 and 5, and improvement in Reading for Year 5, although there was a slight decline in the Year 3 Reading data. Our NAPLAN data for Writing showed a decline in both Year 3 and 5 data from 2017, which indicated that an ongoing and significant focus at St. Patrick's needs to be Writing. As a result of this, the school used the Seven Steps to Writing Success program across the school during Facilitated Planning sessions with the Literacy Leader, with the support of 3 other staff members who attended a 7 Steps to Writing Professional Learning day late in 2017.

The SMART Spelling program was used throughout the school (F-6) in 2018, after its introduction in February 2017. New staff to the school attended Professional Development to learn about the program and how to use it in the classroom. Our NAPLAN results for Spelling in 2018 showed no significant changes from the 2017 data. As the program had only just been introduced, we look forward to seeing how the continued implementation impacts on our NAPLAN results over the coming years.

NAPLAN in Maths data slightly decreased in 2018, prompting a need for further Professional Development in 2018. We engaged a learning consultant, Rob Vingerhoets who worked with

the staff 1 day per term throughout the year. Rob's work focussed on modelling engaging and differentiated lessons for all teachers, and professional conversations to build teacher confidence and efficacy. He also facilitated a staff meeting during Term 2, demonstrating a wide range of practical teaching ideas for all classes. Feedback from staff was extremely positive and as a result, Rob's consulting will continue in 2019, with 8 days on site.

To support students who needed extension, The Maths Olympiad and Maths Games initiatives were continued for students in Years 4, 5 and 6. The initiatives ran weekly and encouraged higher order thinking through problem solving and involvement in international competitions. Teams of students from Year 5 and 6 also participated in the MAV Maths Games at Kilmore Primary, and competed against teams from all over Victoria. Our Year 6 Team were the overall winners on the day. Students in Year 3 - 6 were invited to take part in The AMT Australian Mathematics Competition. Over 100 students chose to take part in the online competition.

Throughout the year we continued to provide professional development in Learning and Teaching and invested in whole school assessment resources, to monitor and improve student outcomes. At the end of 2018, staff assigned to Year Prep and 1 for 2019 attended PD on the InitialIt program with a view to implementing the program in 2019.

In order to focus on planning quality, engaging and well directed learning, Mathematics and Literacy planning was based on the Victorian Curriculum, and was coordinated by the Maths and Literacy Leaders every week through Facilitated Planning, for 90 minutes. This was an increase in structured planning time, facilitated by leaders, for all teams F - 6. Literacy planning would take place one week, and then on the alternate weeks, Maths planning took place. The school subscribed to 'MAPPEN' - a web based program that provides teachers with units of work, and in-built professional learning. Using MAPPEN for inquiry based learning units helped to ensure the curriculum was planned effectively and covered the Victorian Curriculum in a succinct and engaging manner. Teachers were released for a full day of planning at the end of each term, with relevant Curriculum Leaders and their teams, to plan for the next term.

The school used a number of resources including the SPA program which tracks student growth in Literacy and Numeracy. Students all completed PATR and PATM in November and staff interpreted results with the assistance of the SPA program to determine each child's individual growth over 12 months in Literacy and Numeracy. 'Essential Assessments' continued to be used across the school to assess students in Maths regularly and monitor growth according the Victorian Curriculum.

STUDENT LEARNING OUTCOMES

We have been working hard over the last few years to ensure that the data gathered on every student provides an explicit and differentiated program. In 2018 we continued to track every child from prep to six in both Literacy and Mathematics showing areas of strength, weakness and future learning.

STUDENTS WITH DIVERSE LEARNING ABILITIES

In 2018 the school received SWD funding for 50 students. This growth was a result of improved protocols in identifying and supporting students with varying needs within classrooms. These students were supported by a larger team of LSOs within the classroom. 80% of the LSO team also completed their certificate IV in Education Support as part of ongoing professional development and participated in workshops to deepen understanding of supporting students with Sensory Processing Disorder and Cued Articulation.

'The Listening Program' was introduced with a group of 24 students to support their development of focus, reduce stress on the body and increase listening skills. It was implemented with the support of the LSO team and ran daily over 10 months.

The 'I Can' Network continued to support students from Years 4 to 6 with ASD and / or the need to increase social skills and self-confidence through the 'Imagination Club', on a fortnightly basis. This program was expanded, with the running of a second group to include students in Years 2 and 3 on a fortnightly basis.

Whole staff professional learning was delivered with specific focus on increasing awareness of the NCCD, completion of the modules for the Disability Standards in Education and the Disability Discrimination Act, developing inclusive practices as well as refining the referral process and development of student personalised learning programs.

A closed 'Facebook' group for the families and carers of St Patrick's students with diverse learning needs was developed to engage and connect families with the school and external supports to encourage student's wellbeing to be further supported in their homes.

A partnership with NEXUS health was formed to provide students with diverse learning needs access to ongoing Speech therapy and Occupational therapy within school times and environment. This also enables the teaching and LSO staff to directly communicate with

specialists of students to implement strategies to improve learning and engagement in the daily classroom environment.

Training for the Learning Diversity Leader in Tier 2 assessments supported the continuing identification of students who may have a specific learning difficulty in reading and spelling. These students can now be identified and families supported to seek a full assessment for clinical diagnosis.

Student Wellbeing

Goals & Intended Outcomes

To further develop a supportive school and classroom climate which fosters positive relationships and empowers all students to be independent, confident and resilient learners.

That all students develop a higher level of self-esteem which in turn leads to resilience and empathy.

Achievements

St. Patrick's firmly believes in the provision of a curriculum that provides all students opportunities to develop and enhance their wellbeing.

The school has worked extremely hard to develop the community's understanding and attitude to behaviour management. As a school we encourage all children to accept responsibility for their behaviour and the consequences for their actions. To further develop the staffs understanding of Restorative Practices, a series of whole day Professional Development seminars were provided to staff. Mr David Vinegrad facilitated these days with all classroom and specialist teachers who had not completed the training. As part of the school's focus on Behaviour Management one staff meeting each term was dedicated to exploring Behaviour Management strategies and processes. The services of Mr Martin Prior were engaged to provide mentoring to classroom teachers in the areas of Classroom Management, Circle Time and social skills.

To reinforce Restorative Practices and develop Behaviour Management strategies the school implemented the Berry Street Education Model. The Berry Street Education Model provides schools with the training, curriculum and strategies to engage even the most challenging students. This education initiative is different because it is based on proven positive education, trauma-informed and wellbeing practices that enable students' academic and personal growth. The model is unique because it educates schools and their leaders to reinforce and sustain cognitive and behavioural change, thereby re-engaging young people in learning and progressing their academic achievement.

In Terms 2 and 4, as part of the strategy of student voice and knowing our students better, children from Years 2 – 6 participated in the Social Emotional Wellbeing (SEW) assessment protocol. Results from the assessment, allowed teachers to examine individual class and level social capabilities. The results were used to direct the teaching of social and emotional skills at the class level.

St. Patrick's provides excellent resources and amenities for all of its community members. To address the needs of a small but significant number of children, the St. Patrick's Club program was expanded. Children had access to the following clubs in 2018: Games Clubs, Construction Club Mathematics Club, Bey Blade Club, Footy Swap Cards Club and Drawing Club. The Club program was augmented by a group of children participating in STEAM projects and Computer and Code Clubs that were facilitated by Mrs Shelly Michalke.

On Friday mornings approximately 120 children participated in the St. Patrick's Breakfast Club. Not only did the children enjoy their toast and yoghurt but they were also able to develop their social skills. St. Patrick's Primary School greatly acknowledges the support provided to the school by the St. Vincent de Paul Society.

St. Patrick's has taken the responsibility it has to children who have special medical conditions seriously. 27 staff members were trained in First Aid in Term 3. In Term 4, all teaching and non-teaching, completed a mandatory CPR course.

St. Patrick's is an Asthma friendly school with all staff receiving professional development with regards to the treatment and prevention of asthma. In 2018, St. Patrick's had sixteen children who were diagnosed as anaphylactic. To ensure that the school has been compliant to all Ministerial directives pertaining to anaphylaxis the school has had two staff members who are trained anaphylaxis verifiers. In 2018, all staff completed their biannual anaphylaxis course. This course comprised all candidates completing on-line training and assessment and having to demonstrate their proficiency through a practical assessment

St Patrick's has implemented a rigorous OH&S program which includes regular monitoring of the school buildings and grounds. All members of the community are encouraged to report OH&S issues. To coordinate the OH&S program we have a committee that meets each month to ensure the school is compliant.

VALUE ADDED

St Patrick's provides a varied curriculum which endeavours to engage all children. These activities and services include:

- Visual Arts Program
- Development of the St. Patrick's Kinder-Prep transition program
- Coaching of teachers by providing access to Circle Time and other behaviour management strategies.
- Access to counselling services provided by two school psychologists
- School Camps for Years 4,5 & 6
- Private music lessons for Piano, Guitar and Drums Programs provided by trained external music teachers
- Interschool sport for Year 6 children
- Opportunities to represent the school at Swimming, Cross Country and Athletics carnivals.
- The Lunch and recess clubs' program
- Guest speakers on topics of high interest e.g. Police Community Liaison Officer presented information sessions on Cyber Safety.
- Invitation of students to participate in the Imagination Club
- Provision of Learning Support Officers
- Purchase of sensory games and tools

STUDENT SATISFACTION

All students from Years 6 were invited to complete the Insight SRC. The overall result of the survey was that there was an increase in the children's perception of Student Wellbeing as demonstrated by the Student Wellbeing Aggregate increasing from 72.7 (2017) to 75.4 (2018). Although there had been a positive growth in Wellbeing from the perspective of student and parents, staff data proved to be quite challenging.

INSIGHT SRC DATA

	2017	2018
STUDENT RESULTS		
Student Wellbeing Aggregate	72.7	75.4
Connectedness to school	68	73
Connectedness to peers	76	78
Student Safety	74	70

PARENT RESULTS

PARENT RESULTS		
Connectedness to Peers	78	77
Social Skill	75	76

STAFF RESULTS

STAFF RESULTS		
Student Behaviour (Class)	54.79	40
Student Behaviour (School)	57.19	45
Student Management	52.95	46

The school has reflected on this data and implemented strategies to further develop the wellbeing of all students at St. Patrick's. In Term 4 2018, Mrs Robyn Roberts facilitated a process that allowed all teaching staff to identify areas of concern and ways to address student management. The data obtained from these sessions will be used to revise the Behaviour Management Policy and ensure that there is a consistent approach to behaviour management across all areas of the school in preparation for the 2019 academic year.

To further support the mental wellbeing of our children the school has employed two psychologists in 2018. The two psychologists provided support for our children in the areas of anxiety, separation, family distress and depression.

The contribution of the Student Representative Council (SRC) and the importance of student voice cannot be underestimated. Under the guidance of Mrs Tracey Brincat (Deputy Principal) the SRC contributed positively to the life of the school with each member of the SRC developing their personal leadership skills. The SRC was expanded in 2018 to allow for greater participation by more students with student leaders have met on a Monday at lunchtime.

Mr Paul Spence has provided encouragement and direction to a group of Year 6 children in their journey to become Peer Mediators. It was rewarding to see members of the SRC develop their personal self-confidence. And this could be seen through the way our student leaders led assemblies, acted as greeters to parents and visitors and represented the school at formal and informal functions.

STUDENT ATTENDANCE

If a child is absent, the parent of the child is expected to notify the school via the St. Patrick's app or with a written note upon return to school. If a child is absent for more than three days consecutively, the family will be contacted to ascertain the wellbeing of the child. At the end of each Semester, as part of the reporting cycle, the family of children whose non-attendance is high is contacted by either the Principal, Deputy Principal or Student Wellbeing Leader to determine the reasons why regular attendance has not been maintained.

Child Safe Standards

Goals and Intended Outcomes

To meet all criteria for St. Patrick's Primary School to be Child Safe compliant.

To continue to embed a Child Safe culture in all school related activities.

Achievements

In 2018 St Patrick's Primary continued with the implementation and review of the Child Safe Standards. The school completed a full review of the new staff induction process to ensure that there is a clear understanding by all new staff of the Child Safe policies and protocols with in the school.

A new position was created within the school (HR and Compliance Manager - 4 days a week) to assist to embed these policies and commitments into every day practice. Key staff attended off site Professional Learning and Catholic Education Melbourne briefings on this topic.

The school ensured that staff meetings were scheduled to revise the PROTECT policies, Identifying and Responding to all Forms of Abuse in Victorian Schools and volunteers were able to access the online modules on the Child Safe protocols and expectations via the school website.

When advertising any staff positions the commitment to Child Safe practices was highlighted and questions regarding commitment and understanding of Child Safe practices were included in all interviews and referee reports. The community and families were updated with the school Child Safe culture with updates in the school newsletter.

All volunteers and trades people who work on site provide a current WWCC at the front office before they enter the school and by the middle of 2018 a new electronic sign in system was introduced in the front office for al visitors, volunteers and parents.

In 2018 the school commenced the roll out of security cameras throughout the school grounds and the PROTECT posters were placed throughout the school and teachers spent time with their students explaining what the posters meant and how the students can contribute to embedding a Child Safe culture throughout the school.

Leadership & Management

Goals & Intended Outcomes

To create and sustain a staff culture characterised by a shared vision and a strong sense of teamwork.

That the level of clarity, collaboration, ownership and empowerment be increased within teams.

That the clarity of whole school direction and roles will improve.

That continual improvement will be shown in all areas of the School Climate Target

Achievements

In 2018 school enrolments remained at the 2017 level.

A review of the schools Literacy programs was completed with the decision to introduce the InitialLit program in Prep to Year 2 in 2019 and to end the Levelled Literacy Intervention program. The school has

The school introduced a new compliance and policy platform called COMPLISPACE. This initiative has improved access and understanding of school policies and procedures for staff and families. The platform has also assisted in the improved and enlarged staff induction program which commenced at the end of 2018.

With the support of the school board several new policies were updated and approved including an updated enrolment policy, complaints policy and staff, parents and student codes of conduct.

In addition to a large number of extracurricular activities students were able to experience a wide variety of incursions and excursions. The students in Years 4,5 & 6 successfully participated in camps at Benloch, Sovereign Hill and in the city of Melbourne.

Capital Works improvements in 2018 included the purchase of improved computers for all staff, a redesign and upgrade of furniture and shelving in the library, new artificial grass near the adventure playground area, further planting of mature trees, installation of security cameras, improved fencing on the oval and around the adventure playground and the installation of new Adventure Play equipment.

The school invested a lot of time and energy to ensure all staff were successfully prepared for the transition from the SWD funding for students with additional needs to the new NCCD model.

2018 was the third year St Patrick's students were taught French from Prep to Year 6. The move away from teaching Japanese to teaching French has been a huge success and has received positive feedback from staff, students and families. The change brings the school into alignment with the language taught at Assumption College and in 2019 the school will continue to be part of a Languages project organized by Catholic Education Melbourne.

There were many activities that strengthened the social capital within the school including the Country fair held in April, the Friday morning Breakfast Club which feed over one hundred students each week, the school Play group, the Parents & Friends Dinner dance, the Mother's Day and Father's Day breakfasts, the Learning Walks offered to families, the parent volunteer program and the many ceremonies and liturgies held throughout the year.

The school continued to strengthen the partnerships with experts in the field of education. These partnerships included being a partner school with the "I Can" network, working with Maths Consultant Rob Vingerhoets, Family School Partnership Consultant George Otero and with Peer Mediation Educationalist Paul Spence.

The school was able to support the formation of the new school Our Lady of the Way Primary at Wallan East by providing an office for the principal and an office for the secretary. In 2018 St Patrick's provided space for three classrooms for the students of Our Lady of the Way while their new school is being built.

The school was able to support and manage five staff who commenced paternity leave and three staff who retired after decades of service to Catholic education.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

The Professional Learning activities that staff have undertaken includes:

Asthma management

Anaphylaxis Training

CPR training

Child Safe Briefings and Training

Restorative Practices PL

Behaviour Management PL

Reading data workshop

Expert Teaching Maths PL

Dyslexia PL

Wellbeing and Social Skills PL

Religious Education PL

Literacy PL, including SMART Spelling , 7 Steps Writing & InitialLit Program

Special Needs, Autism and ASD

Family School Partnerships PL with George Otero

Gifted & talented PL

Legal Issues for schools PL

Cued Articulation PL

Upgrade of LSO qualifications

Principal, Deputy Principal ITC, Special Needs, Wellbeing, Maths, Literacy, Finance Network meetings and briefings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

54

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1500

TEACHER SATISFACTION

132 families participated in the School Improvement Surveys in 2018 representing over a third of all families. The 2018 School Improvement surveys indicated pleasing growth in Organisational Climate (an increase of 4.2%), Student Wellbeing (an increase of 2.7%) and Community Engagement (an increase of 0.8%).

A particular highlight was the staff's perception of curriculum processes, Professional Growth, Appraisal & Recognition and the strong growth in Year 6 student's perception of stimulating learning opportunities.

While there has been much to celebrate in the area of Student Well being the staff have identified that management of student behaviour in the classroom and within the school is the area that the school will make a major focus on for 2019.

School Community

Goals & Intended Outcomes

To further promote and strengthen the involvement of all families and community groups in the life of the school - Those variables on the Student Opinion Survey show a positive improvement.

That communication and feedback processes across all levels of the school community are improved

Achievements

In 2018 parents and families have supported the school and strengthened the sense of community. More than 60 family volunteers were placed on a fortnightly roster to assist in the classrooms, library and art room areas. Each term a working bee was organized and the school organized several parent information forums which were well attended.

The Parents & Friends Association organized a large number of events that built social capital and had a positive impact on our learning community. These events included the Mother's Day Breakfast, the Mother's Day stall, Mid Year Dinner Dance, Father's Day Breakfast, Father's Day Stall and the Country Fair held in April. The Country fair attracted over 5000 onto the school grounds and was a credit to the organising team.

The school hosted a well-attended Musical Soiree held at the end of the year which celebrated the achievements of the students who had studied piano, drum and guitar throughout the year. The Parents & Friends Association met twice every term and wrote articles included in the school newsletter.

Whole school ceremonies and liturgies were well attended. Of particular note was the strong community support for the school ANZAC ceremony and the success of the Year 6 Graduation liturgy and farewell ceremony

The Friday morning Breakfast Club continued to be well attended with over 130 attending each session. The school continued to provide a once a week Playgroup which meets once a week. The school regularly promotes community events and services via the school newsletter.

PARENT SATISFACTION

The 2018 Insight SRC surveys were almost identical to the 2017 survey results. 132 families completed the surveys which again indicates a high participation rate.

There was a slight improvement in parent's perception of Behaviour Management, stimulating learning, teacher morale and school improvement.

The strongest results were in the areas of Parent Partnership, Approachability, Stimulating learning, Teacher Morale and Connectedness to Peers.

The overall trend shows a continual improvement from the parent's perception in nearly all areas since 2016.

Future Directions

In 2020 the school will continue to implement the School Improvement Plan for 2017 – 2020. The four year plan will continue to focus on establishing a school culture based on the AITSL standards that includes an emphasis on ongoing coaching and mentoring of staff. The school will participate in a full school review process in 2020 and this will be an opportunity to draft the new School Improvement Plan for 2020 - 2024.

Peer observation and feedback including peer Learning Walks will continue to be high priority for 2020 and beyond.

The school will continue with Professional Learning on how to support staff with Behaviour Management and with Science, Technology, Engineering, Arts & Maths.

The primary school will continue to increase the co-operation and partnership with Assumption College. The two schools will continue to explore how to best work as one for the benefit of all of its students.

The school will continue to explore how to embed the use of French Language throughout the school so it is not limited to the one hour a week with the French Language teacher.

There will be ongoing work with staff on the implementation of the IntiaLit program in Prep Year 1 & Year 2 and the alignment of practice with the A.I.T.S.L standards.

The school is committed to implementing the Family School Partnerships plan developed and approved in 2018/2019. The school will be looking to increase the connections with surrounding agencies and to increase the level of volunteer participation in the classrooms and with all aspects of learning.

School Performance Data Summary

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2016	2017	2016 - 2017	2018	2017 - 2018
	%	%	Changes %	%	Changes %
YR 03 Grammar & Punctuation	98.7	100.0	1.3	98.8	-1.2
YR 03 Numeracy	98.7	98.6	-0.1	98.8	0.2
YR 03 Reading	100.0	98.7	-1.3	97.6	-1.1
YR 03 Spelling	97.4	95.9	-1.5	98.8	2.9
YR 03 Writing	100.0	98.6	-1.4	97.6	-1.0
YR 05 Grammar & Punctuation	100.0	95.0	-5.0	90.4	-4.6
YR 05 Numeracy	98.8	97.5	-1.3	98.8	1.3
YR 05 Reading	100.0	92.4	-7.6	98.8	6.4
YR 05 Spelling	100.0	93.8	-6.2	92.8	-1.0
YR 05 Writing	98.7	86.3	-12.4	86.7	0.4

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.3
Y02	92.2
Y03	93.6
Y04	92.9
Y05	91.3
Y06	92.9
Overall average attendance	92.5

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	82.5%

STAFF RETENTION RATE	
Staff Retention Rate	76.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.8%
Graduate	29.6%
Graduate Certificate	11.1%
Bachelor Degree	74.1%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	56
Teaching Staff (FTE)	45.7

Non-Teaching Staff (Headcount)	30
Non-Teaching Staff (FTE)	24.3
Indigenous Teaching Staff (Headcount)	0