



St Patrick's Primary School Kilmore

2022 Annual Report to the School Community



Registered School Number: 184

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Minimum Standards Attestation

I, Michael Bourne, attest that St Patrick's Primary School 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

10/03/2023

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - "Forming lives of faith, hope and love in the light of Jesus Christ" - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, "Every student is inspired and enabled to flourish and enrich the world", and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne's north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

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 2022 the school had an enrolment of 556 students. While the current 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 and well maintained learning environment.

The primary school sits alongside Assumption College Kilmore, a Marist Year 7 to 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 as a member of Marist Schools Australia, as well as the primary school is a feeder school into the College.

In 2022 St Patrick's Primary comprised 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 Science room, a sports stadium, canteen, Engine Room, Theraplay Room, MakerSpace Room and spaces for a Speech Therapist and School Psychologist. The school also houses specialist Music teachers in drum, piano, guitar, dance and voice. The St Patrick's Netball Club was established 30 years ago and makes use of the three school netball courts every Saturday morning. In 2022 one hundred students from the school were enrolled in the netball club.

The school offers specialist lessons in Science, 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, Wallan, Hidden Valley, 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 a second primary school in Wallan East, Our Lady of the Way Primary, and the school started at the St Patrick's school site in Kilmore whilst their school was under construction.

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

In 2022 the school community was very supportive of recommencing community gatherings and classes were able to once again participate in camps, excursions and incursions.

There were large numbers of families who participated in school BBQ's, the school ANZAC Day ceremony, the mid year dinner dance and the end of year music soiree. The weekly Breakfast Club continued to be well supported with 100 students attending each week.

The students had access to a large variety of extra curricular activities including French Club, Chess Club, Board Games Club, Coding Club, Environment Club, Metal Detecting Club, Art & Science Clubs, indoor basketball and soccer sessions held once a week. The twice a week Run Club held before school each week continued to be well attended.

The Year 6 MySteps program was again a huge success. The program has allowed the Year 6 students to select a college subject for semester two where the students can mix with college students and teachers for fours a week in terms 3 & 4. The MySteps program has been highly effective in assisting our students transition into a high school setting.

2022 saw a significant growth in the student Music program with 130 students enrolled learning either drum, piano, guitar or vocal.

Plans were completed to expand the number fo staff leading the Student Wellbeing Team in 2023 and a therapy dog was introduced onto the school prorety for three days a week.

The schools Maths Leader - Jessica Kurzman has led the introduction of a new Maths initiative named Launch, Explore, Summarise. This project has been funded by Melbourne Archdiocesan Catholic Schools with the support of Monash University.

Towards the end of the year the school said farewell to five staff members who changed professions, moved to new locations away from Kilmore or commenced maternity leave, We thank these staff for the contributions they have made to our learning community and wish them the very best at their new schools or in their new profession.

School Advisory Council Report

In 2022 we celebrated the 150th anniversary of Marist education in Australia. The Marists in France had sent four Brothers across the seas and they commenced classes in the first Marist school in Australia at St Patrick's Parish in Sydney in April 1872.

Fast forward 150 years from humble beginnings, the Marists have conducted over 100 schools throughout Australia, and we at St Patrick's Primary School are fortunate to have embraced the Marist way.

The Marist Theme for 2022 was "to be Known and Loved Dignity for All". I believe St Patrick's has implemented an ethos where this theme is intertwined in the culture of the school. The philosophy that we all have a voice, are listened to, and have a sense of belonging, are part of what makes this school and community so special.

On behalf of the School Advisory Council, I would like to express my gratitude and appreciation to the leadership, staff and students for their dedication, commitment and enthusiasm throughout the year.

Catholic Identity and Mission

Goals & Intended Outcomes

Goal: Strengthen the Catholic Identity of the school community.

Intended Outcomes:

- That members of the St Patrick's Community are able to make connections between the Marist Charism and the Catholic Identity of the School.
- That teachers are confident in being witness to the Catholic Identity of the school community.

Achievements

'Known & Loved - Dignity for all' was the theme of Marist Schools Australia in 2022, utilising St Marcellin Champagnat's dream of 'Making Jesus known and loved. It was a theme that resonated with all school staff as core to our work - knowing and loving children.

The relationship with Assumption College continues to strengthen in terms of shared Marist charism with our Year 6's involved in Assumption Feast Day celebrations, student leadership team meetings and the first pilot group of Primary Gamechangers. As part of the fundraising element of Gamechangers Project, St Patrick's has entered into commitment to support an Early Learning Centre in Uai-Aca, Timor Leste, through Australian Marist Solidarity.

In terms of Accreditation to Teach RE in a Catholic School, St Patrick's was successful in gaining accreditation for a staff professional learning team workshop on the Australian Bishops Social Justice Statement 2022-2023 and the Staff Faith Formation Day with Marist Mission & Life. Five teachers are currently undertaking accreditation to Teach RE in a Catholic School.

Four staff members (teaching & Non-teaching) attended a 3 day formation program - Footsteps: Making Jesus Christ Known and Loved and two Leadership team members attended the Marist Schools Australia conference. Our Deputy Principal facilitated a workshop at this conference on Inclusion & Social Justice.

Social and Emotional Learning topics were aligned with RE & Inquiry units that included decision-making, personal growth and empathy for others. Staff meetings that included STEM & RE were facilitated by Teaching and Learning Leaders.

VALUE ADDED

- Mini-Vinnies Group worked with the local St Vincent de Paul Conference to gather and co-ordinate donations during Winter and Christmas.
- Dedicated fortnightly RE Facilitated planning assisted teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.
- Collaboration with Assumption College's Mission Team in liturgy design and shared celebration.

- Sacrament Family Faith Formation sessions were held on-line and well received with children and parents joining in on them at home.
- Student Faith & Mission Leaders collaborated with Assumption Mission Leaders.
- Formation conversations with teachers during facilitated planning time.
- Community fundraising for Timor Leste Early Learning Centre - Silent Art Auction.
- Intergenerational Project Launch - including elders in our community to be classroom volunteers.

Learning and Teaching

Goals & Intended Outcomes

To improve learning growth of students across all curriculum areas.

That all students show improved learning outcomes across the curriculum.

That families are in partnership and feel supported by the school.

That all students show improved learning outcomes across the curriculum.

Teachers have the skill level to empower student voice and choice in teaching and learning.

Achievements

Our continuing vision for the 2023 school year is that every child at St Patrick's experiences 12 months growth in 12 months, and that we work on building student engagement in all learning areas.

Looking back over the 2022 school year, there are many achievements and milestones to celebrate.

The intervention programs - MiniLit and MacqLit reading intervention programs returned to face to face delivery for students in Year 1 to 6 to support 96 students with reading and spelling difficulties. 3 more LSO staff received training for the program implementation. The decodable resource bank was increased to support the intervention and students were coached to set and reflect on their own reading goals. 2022 NAPLAN results demonstrated a decrease in students sitting in the bottom two bands in reading - these were the students targeted with intervention.

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 Years 3 - 6. This model allows teachers to conference individually with each child to build identified literacy skills at their point of need. DIBELS reading assessments were introduced in Years Prep-6. In 2022, all students' Reading data was tracked and monitored, this further enhanced data collected by teachers and intervention coaches to ensure student needs were met.

Years Prep, One and Two used the InitialLit program for Literacy. InitialLit is an evidence-based, whole-class literacy program providing all children with the essential core knowledge and strong foundations to become successful readers and writers. InitialLit is a three-year program, covering the first three years of school (Prep to Year 2), addressing initial instruction that provides strong foundations in reading and writing from the outset, with the goal that fewer children will fall behind and require more intensive intervention.

All teachers in Prep - Year Two have completed the InitialLit training program.

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 all year levels, for 90 minutes. Literacy planning would take place one week, and then on the alternate weeks, Maths planning took place. The school also continued to employ Rob Vingerhoets as a Maths Consultant, and he focussed staff PL within the classroom on modelled sessions, year level planning sessions to promote understanding of Maths content and how best to teach it.

A trial of a research based instructional model - Launch, Explore, Summarise, began in Term 1 with the Year 3 level. The trial was successful and in Term 2, extended into Year 2 and 4.

Alongside this, Year Prep and 1 completed MSOL (Mathematics Sequences of Learning) training through MACS, which also used the Launch, Explore, Summarise instructional model. By Term 3 Prep - Year 4 were all using the instructional model for the teaching of Mathematics.

The Maths Leader continued her sponsored study for 'Masters of Education - Maths Leadership'.

At the end of 2021, the school was awarded a \$20,000 grant from MACs to assist with the development of Maths learning and teaching within the school. This grant was used to purchase resources (such as document cameras for every classroom to support the implementation of the new instructional model). The grant money was also used to allow teachers to attend PL days, and take part in learning walks to observe the implementation of the model across the school.

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.

We continued to use whole school assessment resources such as PAT Testing and Essential Assessments, to monitor and improve student outcomes. The school used a number of resources including the SPA program which tracks student growth in Literacy and Numeracy. 'Essential Assessments' continued to be used across the school to assess students in Maths and Reading regularly and monitor growth according to the Victorian Curriculum.

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 2022, we continued to monitor the data of every child from Prep to Year Six in both Literacy and Mathematics to determine how teaching and learning could be differentiated within each classroom and for each individual. A 'Maths Data Tracking Sheet' was used, which gave teachers the opportunity to track student progress and growth on the 'Essential Assessments General All Number' test over the last 5 years, as well as record implemented actions they were putting in place for students deemed at risk in terms of their growth. The intention was that this tracking sheet will be revisited at least once a term, with updated actions being added, and data added mid-year and end of year, every year to help keep track of the support for students, as well as being able to see what has been done by previous teachers when handovers occur.

Participation in Maths Games and Maths Olympiad was offered to those students who needed further extension in Maths in Years 3 - 6.

The Teaching and Learning Team continued to implement the Kath Murdoch approach to Inquiry teaching and learning. With the support of the Teaching and Learning Team, Teachers planned units of work based on the Victorian Curriculum around concepts of Diversity, Change, Design Thinking and Social Justice. Teachers were supported regularly through staff meetings and facilitated planning schedules. There was focus on embedding student voice into the planning where students would be given choices such as what to research and how to present their findings. Teachers reported continued increased student engagement in inquiry learning.

STEAM has been integrated into two inquiry cycles throughout 2022. Staff meetings have been provided to support teachers in planning and experiencing STEAM. We had a very successful whole school 'Maker Day' on Monday 21st & Wednesday 23rd November where all students from P-2 worked through the design process to design, create and make a Kite and 3 - 6 students worked through the design process to design and create an arcade game. The 'Makerspace' continued to be booked throughout the year for various inquiry projects and has become more widely used for Maths lessons. Once again our Year 6 students participated in an Aviation STEAM project where Maths and Engineering were key disciplines of focus.

In Term 4, 2022, St Patrick's was successful in receiving a grant through Immersive Education and MACS. This Aviation grant ensures the Year 6 Aviation STEAM project will be funded for 2023.

The Teaching and Learning team continues to support teachers in planning a termly UDL (Universal Design for Learning) focus. Each year level has selected an age appropriate focus for Term 1, 2023. This UDL focus is now documented in year level curriculum overviews.

In 2022 the Teaching and Learning Team implemented the Classroom Practice Continuum (CPC) supporting teachers in goal setting and completed observations and feedback for 12 teaching staff. Documentation and teacher reflection on the CPC process became an integral part of the Annual Review Meetings.

We purchased 86 Dell Chromebooks which were placed in Year 4. We now have all students from Year 3 - Year 6 having access to 1:1 devices. Year 4 - 6 students were introduced to 3D printing, designing and programming. We also purchased 6 micro drones and provided teachers with professional learning to ensure all staff are aware of the safety requirements of flying micro drones. In Term 4 Years 5 & 6 students participated in an online webinar with Drone Professionals exploring drones in the workplace and drone safety. All Year 5 & 6 students had the opportunity to fly drones through a collaboratively designed obstacle course over several weeks. This program will be developed in 2023.

All classes, including specialists, continue to share students' learning experiences with connected families using Seesaw. We averaged 543 Seesaw items per week.

Year 5 & 6 students continued to use 'Digi Social' as a portal to support the teaching and learning of cyber safety whilst P-4 teachers delivered age appropriate cyber safety lessons regularly throughout the Term.

Code club continued to have high attendance with students exploring both robotics and code activities. Metal detecting became extremely popular throughout the second semester with students from Years 2 - 6 rostered to detect during lunchtimes.

STUDENT LEARNING OUTCOMES

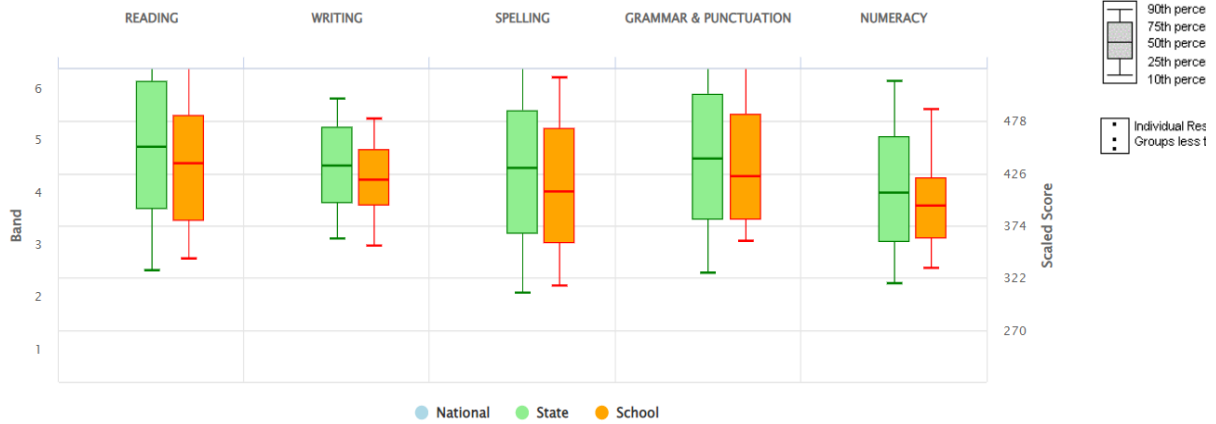
In 2020, there were no NAPLAN tests due to the COVID-19 pandemic. As such, NAPLAN results in 2022 could not be compared to the same cohort of students when they were in Year 3 to measure relative growth.

The School Summary report below, shows our NAPLAN results for both Year 3 and 5 in 2022.

School Summary Report

Export

2022 | Year 3
 Gender: All | LBOTE: All | ATSI: All
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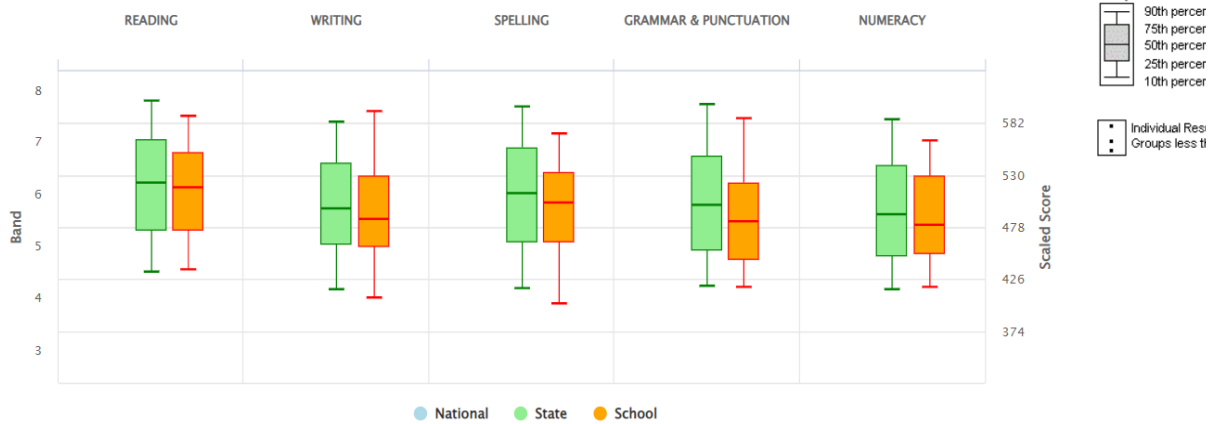


Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean
READING	National	-	-	-	-	-	-	-	-
	State	74,610	329	391	453	518	576	453	454
	School	69	340	380	436	483	560	436	439
WRITING	National	-	-	-	-	-	-	-	-
	State	72,007	360	396	434	472	500	431	430
	School	66	354	395	420	450	480	416	418
SPELLING	National	-	-	-	-	-	-	-	-
	State	73,751	306	366	431	488	539	431	426
	School	69	313	358	408	470	521	408	409
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-
	State	73,751	327	381	441	505	570	441	446
	School	69	358	380	424	485	537	423	439
NUMERACY	National	-	-	-	-	-	-	-	-
	State	73,824	316	359	407	462	518	407	413
	School	70	331	362	394	422	489	394	403

School Summary Report

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2022 | Year 5
 Gender: All | LBOTE: All | ATSI: All
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Outcome	Type	Students	10th	25th	50th	75th	90th	Median	Mean
READING	National	-	-	-	-	-	-	-	-
	State	73,877	432	476	523	566	604	523	520
	School	77	435	475	518	553	589	519	513
WRITING	National	-	-	-	-	-	-	-	-
	State	73,125	415	461	497	542	583	497	498
	School	76	407	458	486	529	593	485	493
SPELLING	National	-	-	-	-	-	-	-	-
	State	72,932	416	464	512	557	598	512	509
	School	76	401	463	503	532	572	503	497
GRAMMAR & PUNCTUATION	National	-	-	-	-	-	-	-	-
	State	72,932	418	455	500	550	600	500	506
	School	76	418	446	484	521	587	484	491
NUMERACY	National	-	-	-	-	-	-	-	-
	State	72,857	415	449	491	539	585	491	496
	School	74	417	452	480	530	565	480	490

The school used a variety of assessments to continue to track student performance, such as Essential Assessments, PAT M, DIBELS (Reading assessment), Lexile Assessments, South Australian Spelling Test, Initialit assessments and a Prep Maths Interview.

PAT M data at the end of 2022, showed that;

Year 1 expected mean was 88.8, school mean was 95.65

Year 2 expected mean was 104.8, school mean was 105.34

Year 3 expected mean was 116.8, school mean was 114.32

Year 4 expected mean was 124.65, school mean was 116.45

Year 5 expected mean was 130.32, school mean was 124.64

Year 6 expected mean was 133.11 school mean was 131.21

DIBELS data at the end of 2022, showed that;

	Well below standard	Below standard	Benchmark	Above
Prep	12.16%	12.16%	36.49%	39.19%
Year 1	16.87%	10.84%	33.73%	38.55%
Year 2	24.69%	18.52%	39.51%	17.28%
Year 3	22.08%	27.27%	31.17%	19.48%
Year 4	28.57%	26.19%	29.76%	15.48%
Year 5	23.17%	9.76%	30.49%	36.59%
Year 6	21.25%	25%	23.75%	30%

South Australian Spelling Test data at the end of 2022, showed the following;

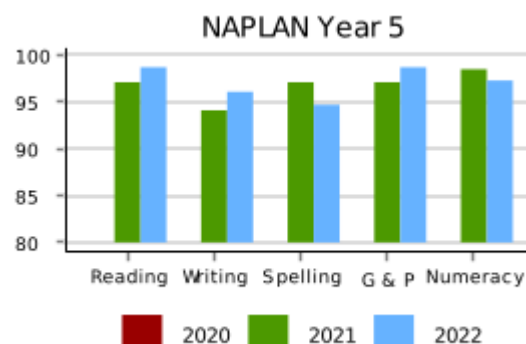
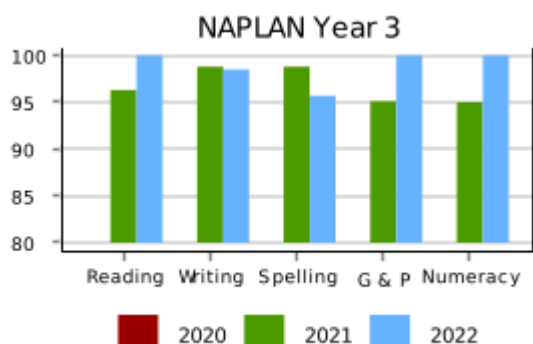
- Year 2 expected mean was 8 years 1 month, school mean was 8 years 7 months
- Year 3 expected mean was 9 years 1 months, school mean was 9 years 7 months
- Year 4 expected mean was 10 years 1 month, school mean was 10 years 5 months
- Year 5 expected mean was 11 years 1 months, school mean was 11 years 5 months
- Year 6 expected mean was 12 years 1 months, school mean was 12 years 3 months

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	95.1	-	100.0	4.9
YR 03 Numeracy	-	95.0	-	100.0	5.0
YR 03 Reading	-	96.3	-	100.0	3.7
YR 03 Spelling	-	98.8	-	95.7	-3.1
YR 03 Writing	-	98.8	-	98.5	-0.3
YR 05 Grammar & Punctuation	-	97.1	-	98.7	1.6
YR 05 Numeracy	-	98.5	-	97.3	-1.2
YR 05 Reading	-	97.1	-	98.7	1.6
YR 05 Spelling	-	97.1	-	94.7	-2.4
YR 05 Writing	-	94.1	-	96.1	2.0

* 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.



Student Wellbeing

Goals & Intended Outcomes

Based on the 2021 data Student Wellbeing and Behaviour Management continued to be identified as an area requiring additional support and focus in 2022. The aim was to reinforce the Code of Cooperation and maintain a consistent approach to managing behaviour and supporting student and family's wellbeing.

Achievements

The school has continued using SIMON as a mechanism in recording, monitoring and evaluating trends in behaviour management, across year levels, cohorts of students and individual students.

Professional development for staff continued to take place. Staff received PL with Restorative Practices and the school identified the need to use the 'eXcel' model.

Other key achievements included regular revisiting of the Behaviour Management Policy with staff including regular revision with staff of school protocols and school rules at the once a term at a staff meeting.

VALUE ADDED

In 2022 the school was able to offer support for students, staff and families. The Theraplay program was facilitated by the schools Well-being Leader and held on a weekly basis. The school held numerous meetings with families to assist students connect with allied health services.

Social Emotional Learning (SEL) lessons were timetabled and taught in all year levels. Staff teach the students about the zones of regulation and attend regular care team meetings for students identifies as needing additional support.

The schools Wellbeing Team meets once a week to review individual cases and coordinate the schools ongoing support programs.

The staff recommitted to the use of circle time at the start of each day and an improved cyber safety whole school approach was investigated and trialled within the school.

A school psychologist was sourced to work from the school each day for private sessions starting in 2023.

STUDENT SATISFACTION

St Patrick's participated in the 2022 MACSSIS Survey. The student data saw a drop across all areas. Whilst most areas are close to the MACS average, none were above the average. Those areas furthest away from the average, and areas to be addressed in 2023

were school engagement, school climate, teacher-student relationships and Catholic identity, all at least 10% off the MACS average.

STUDENT ATTENDANCE

If a child is absent, the parent of the child is expected to notify the school via the St Patrick's SIMON Everywhere app, or email to the class teacher. If a child's absence is unexplained on the day, a text message is sent to the family to find a reason for the absence. 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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	null%
Y02	87.0%
Y03	84.5%
Y04	84.3%
Y05	85.5%
Y06	87.5%
Overall average attendance	85.8%

Child Safe Standards

Goals & Intended Outcomes

- To meet all regulatory and legislative 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 2022 St Patrick's Primary School continued to review and improve our implementation of the Child Safe Standards as part of our four-yearly review process.

The school has continued to increase and refine its staff employment practices this year by refinement of the application form that sets out the school's requirements around child safety, including job candidates reading the school's child safety policy and code of conduct, and making disclosures in relation to child safe work (both paid and unpaid) and any previous issues.

The school has continued to refine the staff induction process to ensure that every staff member is clear about their responsibilities and expectations around child safety requirements. The school has also implemented annual child protection education that every staff member and school advisory board member must complete at the beginning of every school year, or upon commencement of their employment, to ensure they are aware of the child safe responsibilities and expectations.

The school also strengthened the induction and management of visitors, volunteers and contractors that attend the school. Everyone that attends the school must log into an online system to report their attendance at the school, and must complete an induction program that includes child safety requirements. All WWCC and VIT cards are checked in real time to verify their validity before the person can enter the school grounds.

The school has a Child Safety Team and that team meets once a term to discuss child safe practices, risk mitigation strategies as well as a review of the current policies and procedures that are in place, particularly if there has been a change to regulatory or legislative requirements. One focus for the team going forward will be how to increase student participation and empowerment strategies, including the creation a child-friendly version of the school's child safe policy.

The Child Safety Team has also ensured that child safety is at the forefront of other meetings, including child safety being a standing item at all School Advisory Board meetings, and child safety being addressed at staff meetings, including requirements around Mandatory Reporting, Reportable Conduct Scheme and the implementation of the "PROTECT" program.

Leadership

Goals & Intended Outcomes

- To create and sustain a staff culture characterised by a shared vision and a strong sense of team work.
- 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 2022 school enrolments increased to 556 enrolments.

The school continued to provide support to staff in understanding what it means to be a member of Marist School’s Australia and has incorporated this into our documents and daily practice.

The Year 6 students completed the Semester Two MySteps Program with Assumption. This unique program allowed our Year 6 students to participate in a subject of their choice for 6 months. The feedback from staff, students and families was the program was a success and assisted in the transition process into Year 7.

In 2022 a third of the classrooms have been painted, we finished the installation of the LED lights, we removed decking areas that were no longer fit for purpose and replaced them with synthetic grass, installed glass doors to the Year 5/6 classrooms and leadership offices for increased child safety and planted poppies for the first time in readiness for Remembrance Day.

Towards the end of 2022 the school successfully managed the replacement of some staff who were leaving for other positions and were able to ensure there was a full complement of staff in readiness for the 2023 year.

The Year 2 students completed their Term 2 swimming program lessons and the students in Years 3,4 & 6 were able to complete the sacraments of First Reconciliation and First Communion and Confirmation.

Once again particular highlight in 2022 was the staff’s perception of curriculum processes, Professional Growth, Appraisal & Recognition.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

- Respectful Relationships PL
- Universal Design for Learning PL
- Asthma management
- Anaphylaxis Training
- CPR training

Diabetes PL
 Child Safe Briefings and Training
 Restorative Practices PL
 Behaviour Management PL
 Expert Teaching Maths PL
 Dyslexia PL
 Dyscalculia PL
 Wellbeing and Social Skills PL
 Religious Education PL
 Literacy PL, including SMART Spelling & InitialLit PL
 Special Needs, Autism and ASD
 Gifted & talented PL
 Upgrade of LSO qualifications
 Principal, Deputy Principal, ITC, Learning Diversity, Wellbeing, Maths, Literacy, Finance
 Network meetings and briefings held throughout 2021.

Number of teachers who participated in PL in 2022	41
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

The results from the 2022 MAC SIS surveys indicated improvements in: perceptions of the overall social and learning climate of the school, perceptions of the quality and coherence of professional learning opportunities, how well teachers work together in teams to improve teaching and learning and teachers' perceptions that staff at the school have what it takes to improve instruction.

The areas to focus on in 2023 include perceptions of the amount and quality of feedback staff receive and perceptions of the coherence of the school's improvement strategy.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	84.9%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	80.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	9.1%
Graduate	12.1%
Graduate Certificate	0.0%
Bachelor Degree	60.6%
Advanced Diploma	3.0%
No Qualifications Listed	24.2%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	47.0
Teaching Staff (FTE)	36.5
Non-Teaching Staff (Headcount)	47.0
Non-Teaching Staff (FTE)	44.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- That students' engagement, links and/or partnerships with the broader community will be enhanced.
- That engagement with the parent and wider community will improve.

Achievements

In 2022, we were finally able to have a year without COVID-19 hampering the usual family support at St Patrick's Primary School. The school families returned to the school in a range of activities which helped to strengthen our sense of community.

It was wonderful to welcome back our families to assist onsite in the classroom, specialist classes and in the library, as well as supporting incursions, excursions and camps.

The Parents and Friends (P&F) group were able to complete the annual St Patrick's Day Walkathon, which is one of our key fundraising events for the year, along with the annual Dinner Dance. The other usual events such as Mother's and Father's Day Stalls and the Father's Day Breakfast were able to all take place, which was wonderful to see after the COVID break.

The school was also able to offer Breakfast Club to students on a Friday morning again, and the weekly Playgroup service resumed.

Communication to our school community continues to improve through the use of the weekly school newsletter, the school website, SIMON app and email, and the parents' Facebook group.

PARENT SATISFACTION

The school participated in the 2022 MACSIS surveys.

The surveys indicated strong positivity in family engagement, school fit, student safety, communication and Catholic identity. The school was above the MACS average in 4 of the 7 categories.

The areas to focus on in 2023 where the school did not meet the MACS average were school fit, school climate and student safety, albeit each were within 6%.

Future Directions

In 2023 the school will continue to implement the new School Improvement Plan that was finalised in March 2022, along with the new plan that will be finalised in early 2023. The four-year Improvement Plan focuses on establishing a school culture based on the AITSL standards that includes an emphasis on ongoing coaching and mentoring of staff. Peer observation and feedback including peer Learning Walks will continue to be high priority for 2022 and beyond.

St Patrick's will continue to increase the cooperation and partnership with Assumption College. In Semester Two the St Patrick's Primary Year Six students will continue to complete almost four hours of lessons each week at Assumption College as part of the MyMap program. The two schools will continue to explore how to best work as one for the benefit of all of its students.

In 2023 staff will be given opportunities to learn about the Marist Charism and what it means to be a staff member at a Marist school. The student Game Changers program will continue with senior students and staff in 2023.

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.

In 2023 the school will implement additional Maths training for junior teachers as well as expand the new maths approach to learning - Launch, Explore, Summarise as well as the GRIN intervention maths program.

In 2023 the school will continue the Tutoring Program for students identified on Years 3 to 6 using the funds made available by the State government. The tutoring program supports students who have been identified as needing additional support due to the impact Remote Learning had on academic growth.

In 2023 the staff will complete a variety of Professional learning including completing the Intervention Framework modules.

In addition to piano, guitar & drum lessons, yoga and vocal lessons will be made available to students as an additional extra-curricular activity before and after school.