



# St Patrick's Primary School Kilmore

## 2021 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

04/04/2022

**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](http://www.acnc.gov.au)

## Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

## 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 2021 the school had an enrolment of 542 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 2021 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 29 years ago and makes use of the three school netball courts every Saturday morning. In 2021 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

2021 was another challenging year for the state in managing all things related to Covid. For a second year in a row the staff, students and families experienced extended periods of remote learning and lock downs. Students of essential workers and vulnerable students were allowed to be on site during Remote Learning and the school averaged approximately 100 students on site each day of Remote Learning in 2021. To assist students and families who were doing Remote Learning off site, the school loaned out 150 computer devices to be used at home.

There was a large reduction in the number of incursions and excursions across the school. The school was also limited in the number of extracurricular activities that could be offered in Terms 2, 3 & 4.

The majority of P & F and School Advisory Council meetings were held online and many of the annual P & F activities like the Mother's Day Breakfast, Father's Day Breakfast and Annual Dinner Dance were cancelled.

## Education in Faith

### 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

'Breath - the Spirit of Life' (Rm 8:2) was the theme of Marist Schools Australia in 2021. After the experience of COVID lockdowns interrupting life in 2020 and members of the community literally experiencing difficulty with breathing, anxiety and fear, the Association of Marcellin Champagnat offered the breath as a focus. Breathing in the spirit of God, breathing out giving life to the community around us. This was embraced by the community and used throughout prayer, liturgy and remote assemblies.

St Patrick's fully embraced the beginning of the journey in being a member of Marist Schools Australia breaking open the charism with Br Tony Leon leading staff formation with a Spirituality day and 2 workshops. Fortunately these times had Br Tony present with us, not in a remote format! Continuing to forge professional and spiritual connections with staff and students at Assumption College, there was shared digital prayer and liturgy, participation in 'Sabbath Week', and where possible shared presence at liturgical events. The work has definitely begun in exposure to, and learning within, the Charism of St Marcellin Champagnat.

As with all Catholic Primary schools it was a year of Sacramental catch-ups. The Parish Community of St Patrick's Kilmore embraced both Year 4 and Year 5 students celebrating the Sacrament of First Holy Eucharist within Parish Masses. Our community navigated the changes of COVID restrictions with patience. The gift of the spirit was present in each of the Masses, reminding us of the place of the Sacrament within a Parish Community. Our Year 3 and Year 4 students experienced First Reconciliation, however our Year 6 students had Confirmation postponed. Our school community is grateful for the stewardship, love and care shown by Fr Prakash Cutinha, Parish Priest of St Patricks. He has enabled children and families to access Gospel words and works.

In terms of Accreditation to Teach RE in a Catholic School, St Patrick's was successful in gaining accreditation for two staff professional learning team workshops and notably celebrated a further four staff gaining accreditation through formal studies. Teachers were oriented to the Teacher Accreditation Platform (TAP) via CEVN.

Regular RE curriculum facilitated planning was built into planning time for each of the Year Level teams. The Pedagogy of Encounter was intertwined with Inquiry curriculum development, providing time and space for students to consolidate their questioning, research and discussion



skills. Where teachers saw links between Inquiry Curriculum and RE Curriculum, students made connections between the world of faith and lived experience.

Student Faith and Mission Leaders and School Captains led assembly prayer, liturgies and fundraising events throughout the seasons of the year - Lent, Caritas, Vinnies Winter & Christmas Appeals, Advent.

#### 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.
- Launch of the Marist Charism for the school community.
- Formation conversations with teachers during facilitated planning time.

## Learning & 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.

Teachers are skilled at using High Impact Teaching Strategies (HITS).

### Achievements

Our continuing vision for the 2022 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 2021 school year there are many achievements and milestones to celebrate. Remote Learning continued to be a necessity due to the Covid19 Pandemic. Students participated in remote learning for 12 weeks of the 2021 school year (term 2 week 8, term 3 weeks 3 - 10, term 4 weeks 1 - 4).

We continued to have a significant number of students who required supervision during the remote learning periods, due to parents being essential workers, so the teachers balanced supervision and remote teaching. While it was a very challenging time, some positives were the learnings gained by students and teachers around the use of technology and a variety of different ways of learning and teaching. Some of these ways were - the use of SeeSaw across the school, Screencastify, Google Classrooms, Flipgrid and many of the Google Workspace applications.

The intervention programs - MiniLit and MacqLit reading intervention programs continued to be implemented for students in Year 1 to 6 to support students with reading and spelling difficulties. Where possible, the program was maintained during the remote learning periods, via recorded materials. 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 and set personalised goals to build identified literacy skills at their point of need. Reading Records were completed in Years Prep-6 using the Fountas and Pinnell Benchmarks in Semester 2. In 2021, all students' Reading Records were tracked and monitored. This further enhanced data collected by teachers 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. Rob also ran a parent information session one evening to continue to make connections between what is being taught at school and how parents can help their children, in line with the most effective and current pedagogy in Maths.

The Maths Leader was accepted into sponsored study for 'Masters of Education - Maths Leadership', and through this additional study, a proposal was put forward to the executive team to trial a structure for the teaching of Maths, called 'Launch, Explore, Summarise'. The model supports and extends the work the school has been doing with Rob Vingerhoets. The proposal was accepted, and we look forward to increased learning and engagement through the use of this model.

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.

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.

Even with the disruptions of remote learning throughout the year we managed 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 Wellbeing, Sustainability, Creativity and Culture. Student voice was introduced as a precursor to planning these inquiry units of work. Teachers reported increased student engagement in inquiry learning.

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 2021, 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 4 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.

STEAM continues to be explored throughout student inquiry and termly staff meetings provided opportunities for staff to experience STEAM. We had our first whole school 'Maker Day' on 26th November where all students from P-6 worked through the design process to create Rube Goldberg machines. The 'Makerspace' continued to be booked throughout the year when students were back onsite. Year 6 students participated in an Aviation STEAM project where Maths and Engineering were key disciplines of focus. Green screen technology was introduced to students from Years 3 - 6 providing students with additional skills for presenting their work in the future.

In Term 2, St Patrick's was successful in receiving a grant through Science Teachers Association of Victoria, (STAV) Toyota Excellence in STEM Communities of Practice Project. Due to Covid the workshops will now take place in 2022. Students across years 4 - 6 participated in a significant STEAM project involving Veterans from our local community. This mural is now on display in the school courtyard and a duplicate has been prepared and will be erected at the Kilmore RSL. This STEAM project won the National ANZAC Schools Award for most creative use of technology.

The Teaching and Learning team investigated Sacred Heart College in Geelong as a school suggested by MACS to have implemented UDL (Universal Design for Learning). It was discovered that we are on the same path. In Term 4 2021, UDL was introduced to teaching staff with a focus on professional learning around what is UDL and why do we need to implement it.

We continued to use 'The Cyber Safety Project' as a portal to support the teaching and learning of cyber safety across the school with explicit teaching happening in the classrooms on a three-week basis as part of social, emotional learning. Cybersafety school leaders continued to meet during lunchtime when learning was onsite.

We purchased 97 new devices inclusive of 30 lpad's for Prep students. For the period of remote learning in 2021, 141 devices were loaned out to St Patrick's families, ensuring all students had access to learning materials.

We continued the rollout of SIMON functionality and in 2021 introduced staff and families to SIMON Activities. We continued to support families in updating family medical and sickbay data.

### STUDENT LEARNING OUTCOMES

In 2020, there were no NAPLAN tests due to the COVID-19 pandemic.

NAPLAN results in 2021 have been compared to the same cohort of students who completed NAPLAN in Year 3, in 2019.

The School Comparison report below, shows the same cohort of students and their results for each area compared to national, state and a matched school.

# School Comparison Report

2021 | Year 5

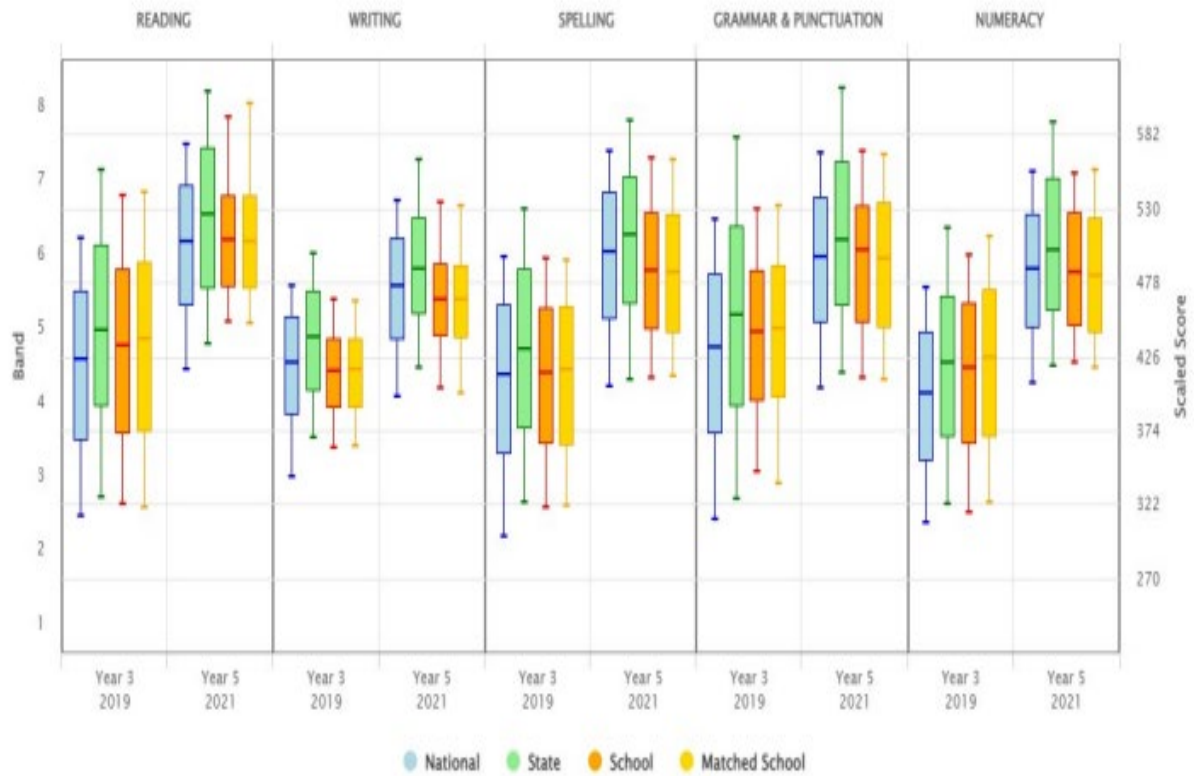
Gender: All | LBOTE: All | ATSI: All | Matching Type: Matched School Group

Date: 05/05/2022 | Time: 11:01:15 AM

Key:

90th percentile  
75th percentile  
50th percentile  
25th percentile  
10th percentile

Individual Results for Groups less than 10



Band	READING			WRITING			SPELLING			GRAMMAR & PUNCTUATION			NUMERACY		
	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff	2019	2021	Diff
National Mean	432	511	79	423	480	57	419	504	85	440	503	63	408	495	87
State Mean	447	523	76	435	489	54	428	506	78	454	513	59	421	506	85
School Mean	431	513	82	412	466	54	410	487	77	436	493	57	415	488	73
No. of Students (School)	69	68	-1	69	68	-1	69	68	-1	69	68	-1	69	65	-4
Matched School Mean #	433	512	79	412	463	51	409	486	77	436	490	54	420	486	66
No. of Students Matched		61			61			61			61			59	
% Matched		90%			90%			90%			90%			91%	

\* = no results available

# The Matched School Group is the group of students who have sat both tests at your school.

The table above shows that the school's growth from 2019 to 2021 for Writing was the same when compared to a matched school, and in fact the school achieved a higher growth over the

same period when compared to the matched school for all other subject areas, which is very pleasing.

The school used a variety of assessments to continue to track student performance, such as Essential Assessments, PAT M and PAT R, Running Records, Lexile Assessments, South Australian Spelling Test, Initialit assessments and a Prep Maths Interview.

**PAT M data at the end of 2021, showed that:**

Year 1 expected mean was 88.8, school mean was 100.9  
Year 2 expected mean was 104.8, school mean was 108.09  
Year 3 expected mean was 116.8, school mean was 114.58  
Year 4 expected mean was 125.1, school mean was 120.72  
Year 5 expected mean was 130.4, school mean was 122.59  
Year 6 expected mean was 133.3, school mean was 126.55

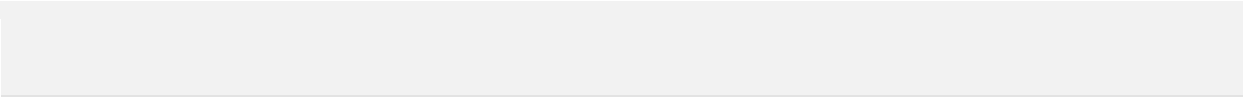
**PAT R data at the end of 2021, showed that:**

Year 1 expected mean was 93.9, school mean was 85.18  
Year 2 expected mean was 104.8, school mean was 100.81  
Year 3 expected mean was 114, school mean was 113.81  
Year 4 expected mean was 121, school mean was 118.32  
Year 5 expected mean was 126.1, school mean was 122.33  
Year 6 expected mean was 129.5, school mean was 123.91

**South Australian Spelling Test data at the end of 2021, showed the following:**

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

As part of the implementation of the Intervention Framework in 2021, the school has begun to set goals and targets for all students as part of the assessment schedule. This is an ongoing process that will be continued to be developed in 2022.



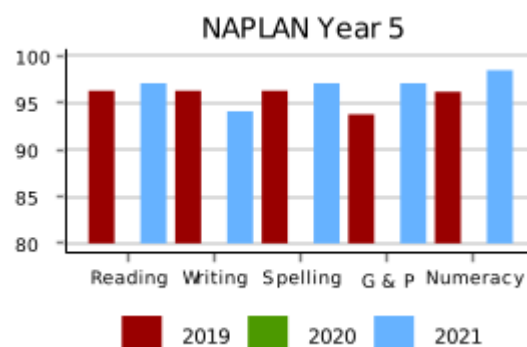
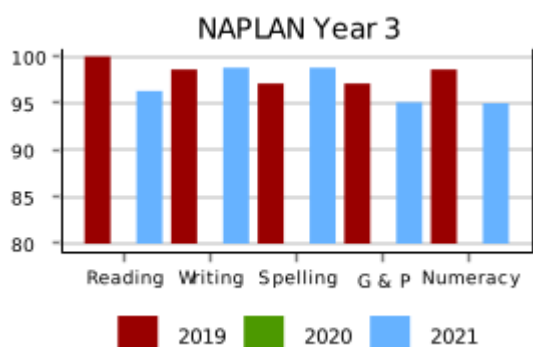


PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	97.1	-	-	95.1	-
YR 03 Numeracy	98.6	-	-	95.0	-
YR 03 Reading	100.0	-	-	96.3	-
YR 03 Spelling	97.1	-	-	98.8	-
YR 03 Writing	98.6	-	-	98.8	-
YR 05 Grammar & Punctuation	93.8	-	-	97.1	-
YR 05 Numeracy	96.2	-	-	98.5	-
YR 05 Reading	96.3	-	-	97.1	-
YR 05 Spelling	96.3	-	-	97.1	-
YR 05 Writing	96.3	-	-	94.1	-

\* 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 2020 data Student Wellbeing and in particular Behaviour Management was identified as an area requiring additional support and focus in 2021. 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 in the Berry Street Education Model was held in house due to lack of courses being offered because of the covid restrictions. Staff received PL with Restorative Practices and the school identified the need to use the 'eXcel' model.

During the periods of Remote Learning the school put into place regular check-in procedures with students and families.

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 2021 the school was able to offer support for students, staff and families by working alongside a school counsellor - 2 days a week. 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.

### STUDENT SATISFACTION

St Patrick's participated in the 2021 MACSSIS Survey. The student data saw an improvement across all 10 areas, with strongest improvements in social and learning climate of the school, social connection between teachers and students and Catholic identity. There were no areas where the data declined from the previous survey in 2019.

### 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	90.6%
Y03	89.8%
Y04	90.9%
Y05	90.7%
Y06	91.2%
Overall average attendance	90.6%

## 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 2021 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 & Management

### 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 2021 school enrolments remained steady at 541 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.

In managing the long periods of Remote Learning in 2021 the school was able to supervise a large number of students who met the government criteria to do Remote Learning on site. The school successfully implemented COVID-19 policies and processes that ensured all staff and students were kept safe.

The ability of our staff to continually ask for and act on the feedback received from students and families during remote learning was a major reason the school was able to successfully navigate another 6 months of remote learning in 2021. The staff were extraordinary in supporting colleagues, students & families, working incredible hours and ensuring the school was able to provide quality off site and on site teaching & learning programs.

In 2021 the school adjusted the ICT hardware plan and invested in additional laptops that could be loaned out to families for the purpose of Remote Learning.

Despite issues with Remote Learning 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 2021 a third of the classrooms have been painted, the new electronic scoreboard has been installed in the stadium, an outdoor ping pong table has been purchased, mature trees have been planted on the oval boundary, new sound systems have been purchased to assist with our music program and outdoor events, a new telephone system has been installed, improvements have been made to our I.T. system, some additional areas have had LED lights installed, the Veterans mural in the main courtyard was completed and the oval has been upgraded.

Towards the end of 2021 the school successfully managed the replacement of several staff who were retiring, moving interstate or leaving for other positions in schools closer to Melbourne. A new Deputy Principal/RE Leader commenced in February 2021 and a new Literacy Leader commenced at the start of Term 3 2021.

Despite all the challenges of various state lockdowns the Years 4,5 & 6 students all participated in their camps, the Year 2 students completed their Term 2 swimming program lessons and the

students in Years 3,4 & 5 were able to complete the sacraments of First Reconciliation and First Communion.

Once again particular highlight in 2021 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 2021	
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 2021	41
Average expenditure per teacher for PL	\$1500

### TEACHER SATISFACTION

The results from the 2021 MAC SIS surveys indicated improvements in: Student safety, staff- leadership relationships, psychological safety, support for teams and a significant improvement in collective efficacy.

The areas to focus on in 2022 include professional learning and collaboration around school improvement strategies.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	92.4%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	86.5%
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### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	13.8%
Graduate	13.8%
Graduate Certificate	0.0%
Bachelor Degree	62.1%
Advanced Diploma	3.4%
No Qualifications Listed	17.2%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	53.0
Teaching Staff (FTE)	43.7
Non-Teaching Staff (Headcount)	41.0
Non-Teaching Staff (FTE)	32.4
Indigenous Teaching Staff (Headcount)	0.0



## School Community

### 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 2021, like 2020, COVID-19 hampered the usual family support at St Patrick's Primary School. By the end of the year, the school families were able to start returning to the school in a range of activities and strengthen our sense of community.

The ongoing restrictions reduced the overall numbers of families assisting 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. Despite the COVID-19 restrictions, the P&F continued to hold a monthly meeting via Google Meet to bring families together to discuss how families were being affected by COVID-19 and what the school could do to support both the school families and the broader community.

The school was not able to offer Breakfast Club to students on a Friday, nor the free weekly Playgroup service.

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 2021 MACSIS surveys.

The surveys indicated a growth in communication & a significant increase in student safety.

The areas to focus on in 2022 include families perceptions of how well a school matches their child's developmental needs & families perceptions of and engagement with the overall Catholic identity of the school.

## Future Directions

In 2022 the school will continue to implement the new School Improvement Plan that was finalised in March 2021. 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 2022 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 2022.

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 2022 the school will implement additional Maths training for junior teachers as well as trial a new maths approach to learning.

In 2022 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 2022 the staff will complete a variety of Professional learning including completing the Intervention Framework modules.

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