

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST PATRICK' PRIMARY SCHOOL NAME
Kilmore 3764

2017

REGISTERED SCHOOL NUMBER: 1204



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ABN	[Insert ABN if school has one]
E NUMBER	E1025
FEDERAL DET NUMBER	1204

Minimum Standards Attestation

I, Michael Bourne, attest that St Patrick's Primary 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 2007 (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 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

24 May 2018

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 60 kilometres north of Melbourne. In 2017 it had an enrolment of 589 students. While the school was established in 1968, the parish of St. Patrick's Kilmore has a long and proud tradition and was established in 1849. Students at St. Patrick's Primary enjoy excellent facilities in a safe, well maintained learning environment.

The 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 which continues to strengthen.

In 2017 St. Patrick's Primary was comprised of twenty two classes with three classes in every year level Prep to Year 6. The school also incorporates a dedicated Library, a Visual Arts Centre, a Performing Arts Centre, a school hall and canteen. The school also houses specialist Music teachers from drum, piano and guitar. The St Patrick's Netball Club was established 27 years ago and makes use of the three netball courts every Saturday morning. In 2017 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). To support the learning needs of children at St. Patrick's, the school implements a program of Literacy Intervention following the LLI program which ensures that selected children who are not reaching the reading benchmarks are given small group, targeted assistance. The school also provides access on site to a Speech Pathologist, Occupational Therapist and Counsellors.

The students live in a wide range of locations including Kilmore, Kilmore East, Wallan, Beveridge, Wandong, Heathcote Junction, Pyalong, Broadford and Darraweit Guim. All of these areas are within a twenty five minute commute from the school. Many of our students travel to school by bus.

The parish of Kilmore is a rapidly developing area with industries including pastoral, horse racing, education, tourism and trade related businesses. The parish has arranged for a second primary school to be opened in Wallan East. During the construction of the new school in 2018, the staff and students of Our Lady of the Way Primary will be 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 2016 with an enrolment of 565 students. With the growth of housing in Kilmore and the surrounding towns there is an increased demand for student placements and the school anticipates enrolments will continue to grow to above 585 students in 2017.

To meet this increased demand the parish has made plans to open a second primary school in the neighbouring town of Wallan East. The new school will be named Our Lady of the Way Primary and will open in 2018 on the St Patrick's Primary school site.

The school launched a new website and ensured all families were aware of the school face book page and skool bag app as preferred means of communication.

The unique partnership with Assumption College Kilmore saw staff from both schools attending joint staff Masses, staff meetings & training sessions. Improved communication between the two schools was evident and an improved Year 6 – Year 7 transition program implemented. Assumption College use the school sports stadium two afternoons a week for basketball training and our senior students participated in many College activities throughout the year. Extensive conversations and planning throughout the year took place to continue this work in 2018.

A highlight of the year was the extensive provision of extra-curricular activities available to our students. Chess Club, Lego Club, Games Club, Choir, Hip Hop Dance & Computer Club were all well attended throughout the year. Approximately one hundred students participated in drum, piano and guitar lessons and a school drum squad was established. The school continued to support the St. Patrick's netball club with approximately one hundred students enrolling to play in the 2017 season. Matches were held each Saturday and training held on the netball courts after school.

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 P and F Dinner dance, Mother's Day Luncheon, once a term working bees, Family Movie Night and 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.

Towards the end of the year the school farewelled several staff including: Lesley Anderson (I.C.T Leader), Angela Hitchens (Year 1), Alison Jamieson (Year 5), Jenny Hibbert (Year 5) Nicole Jovanovic (Year 5), Marie McDonald (Maths Intervention), Liz Stoward (Year 4), Rosalie

Thomas (Year 2), Liz Franklin (Payroll), Jo Gooden (Reading Intervention), Kate Old (Year 2) and Rebecca Cashill (Teacher release).

School Education Board Report

2017 was another very busy year for the school and School Advisory Board alike.

In 2017, we took on the unusual step of a fourth prep class to support Our Lady of the Way in readiness for its opening on our site in 2018. We also created our first Family School Partnerships team, with a leader, admin officer and expert consultant to support it. A strategic plan was developed and action list created, which has all been supported by the School Advisory Board.

The SAB also supported the school through activities including:

- Kids Matter program continuing to be rolled out to assist in our children's well-being;
- Continuing to develop a strong family/school partnership plan to bring our families and school closer together;
- A fourth prep class to support Our Lady of the Way Wallan, whilst it is under construction;
- 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 2017 we also received the insight SRC data, and saw a steady but welcome increase in the data, which speaks to the tireless work of the leadership, staff, families and children to better our school and the way it operates.

However, we also saw a number of staff leave at the end of 2017, and whilst that can be sad and disappointing to the remaining staff, families and children alike, it is also an opportunity for new blood with new ideas to enter the school. So I thank those exiting staff for their time at the school and welcome those new staff and hope they have a wonderful experience at St Patricks.

As this year's SAB chair, I would like to take this opportunity to thank all of the 2017 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.

Tracy Connors

St Patrick's Primary School Advisory Board Chair

Education in Faith

Goals & Intended Outcomes

To gather and engage our whole school community in our Catholic faith.

Intended outcomes in Religious Education:

- That all members of the school community recognise that social justice is an integral part of our Catholic faith.
- That we recontextualize our Catholic Faith
- That the level of our staff accreditation to teach in a Catholic school, increase.

Achievements

Education in Faith continues to be the central part of the school community. St. Patrick's School continued to foster a commitment of upholding the tradition and knowledge of the Church and an appreciation of the Catholic culture through the lens of the school's motto "Walking in the footsteps of the Lord."

The school community revamped the school's vision statement and it now succinctly and effectively embodies what we stand for.

The school took a whole school community approach to prayer, liturgy, sacramental preparation and social justice awareness. Students continued with three times a week commencing the school day with Christian meditation as a tool for personal reflection at a deeper level. The other two days students engage in prayer to start the day. Throughout the year, significant recognition of events and the liturgical calendar were celebrated. These celebrations continued to take a creative and inclusive approach incorporating singing and playing instruments i.e. drums to offer the community an uplifting experience of prayer and worship. Highlights included the Opening School Mass, St Patrick's Feast Day, Holy Week Passion Liturgy, ANZAC Day, Feast of the Assumption, Remembrance Day and Whole school weekly Advent prayers in the courtyard. Students were taught formal prayers and each class had a prayer table and religious symbols in the classrooms. A holding cross for each class was provided to assist students with their individual prayers. Class Masses continued to be celebrated in the Parish Church commencing at 9.00am. All families were invited to celebrate with the children, in prayer and sharing the Eucharist at the Lord's Table.

The RE Leader attended professional learning to lead and enable further professional learning and development on the Horizons of Hope Framework and build capacity in concepts taught through a religious lens. The staff had opportunity to nurture and deepen their faith development through various staff meetings and Faith Formation Day based on Jewish Jesus and our first Australian saint. Staff had opportunity to have learning on the implementation of the new RE Horizons of Hope framework. Staff were encouraged to pray together before gathering for staff meetings. Some staff members commenced undertaking Postgraduate courses in Religious Education at ACU for the purpose of Accreditation to further their studies to teach Religious Education. Facilitated planning sessions with the RE Leader continued to build teacher capacity and empower staff with planning and delivering the RE program.

Assistance with Sacramental preparation and liturgies given by the Religious Education Leader Assistant continued. Collaboration with local surrounding schools to invite Catholic students to

be part of the Sacramental Programs continued. Sacramental Faith Formation forums for those celebrating sacraments were held for families to further explore their understanding of Penance, First Eucharist and Confirmation. These, liturgies and Commitment Masses, were very well attended by families and were very successful.

Social Justice Initiatives were once again a focus for the school. 10 percent of all fundraising was committed to Caritas Australia, the school's main charitable organisation. Students were encouraged to support the wider community through prayer and financial support. Twice the school collected food and money for St Vincent de Paul for the Winter Appeal and the Christmas gift collection. Our families were very generous and our parents and staff provided food for those who were ill or in need. Several groups of children including our year four students collected goods that went to the Samaritan's Purse International Relief. The Social Justice Student Leaders saw an initiative to create our first "Buddy Bench" with the aid of the Men's Shed.

The school provides social justice for own community through the many clubs provided. Breakfast Club continues to provide food and drink to all students especially for those students who regularly come to school without breakfast. The funds are supplemented by St Vincent de Paul and many St Patrick's staff volunteer to prepare, cook and help supervise the children. A need for a Bus Club was initiated to provide shelter and food for the students who wait for buses.

VALUE ADDED

In 2017, staff from St Patrick's had opportunities to work collaboratively with Assumption College. The RE Leaders were able to provide learning experiences for both staff share their RE capacity through various experiences:

- Commissioning opening school liturgy with St Patrick's and Assumption College staff
- The Feast of the Assumption Mass was attended by year 5 & year 6. Our school captains were included in the prayer of the faithful.

The school Sacramental program enhanced knowledge of the Catholic faith through parent workshops and Sacramental forums, with guest speakers such as Paul Spence and Sarah Smith. The staff spirituality Formation Day provided further opportunity for all staff to deepen their understanding of personal contemplation through meditation and scripture. It assisted staff to deepen their understanding of what it means to work in a Catholic school setting.

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 2018 school year is that every child at St Patrick's experiences 12 months growth in 12 months.

Looking back over the 2017 school year there are many achievements and milestones to celebrate. Levelled Literacy Intervention (LLI) program continued with students' progress being monitored. The program provides explicit and focused small group instruction for children in Years 1 to 6 and resulted in improved literacy outcomes. 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. Another inclusion to the Literacy block was Reading Records 3-6 using the Fountas and Pinnell Benchmarks. Preps - Grade 2's continue to use the PM Benchmark Kits for reading records, every term. Years 3 - 6 students completed reading records once per semester. In 2017 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 and improvement in reading for both Years 3 and 5. Our NAPLAN data also indicated that an ongoing focus at St. Patrick's needs to be Writing. As a result of this, 4 staff members attended a 7 Steps to Writing Professional Learning day with a view to unpacking it as a whole staff in 2018, to improve writing results.

SMART Spelling was introduced to the staff in February of 2017, through a whole school Professional Development day. This day was led by a renowned author and consultant (Michelle Hutchinson) and was an overwhelming success. This has led to a whole school implementation of the SMART Spelling Program. We look forward to seeing how the program impacts on our NAPLAN results over the coming years.

Mathematics planning was based on the Victorian Curriculum, and was coordinated by the Maths Leader. The F-4 Number Intervention Specialist Program continued for students from Years 1-4. This program was supported by ongoing training and site visits by CEM. It involved students in Years 1-4 working in small intervention groups. NAPLAN data slightly increased in 2016, prompting further Professional Development in 2017. We engaged a learning consultant Rob Vingerhoets who presented at a staff meeting and will now continue to work with the staff as a consultant in 2018.

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.

Throughout the year we continued to provide professional development in Learning and Teaching and invested in whole school and assessment resources, 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. PATR and PATM underwent a refocus in administering and we interpreted results more accurately with the assistance of the SPA program.

STUDENT LEARNING OUTCOMES

The Year 3 Maths NAPLAN data over three years has shown improvement although the 2016 and 2017 data was almost identical. There was a minor decline in Year 3 spelling, writing and reading but an improvement with grammar and punctuation.

The Year 5 NAPLAN Maths data showed a minor decline on the 2016 results however there was a significant decline for Year 5 in all areas of literacy. This has led the school to review how we teach writing and spelling and how we are ensuring our students in Years 4, 5 and 6 are engaged in meaningful learning tasks.

STUDENTS WITH SPECIAL NEEDS

In 2017 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 ADD/ADHD and ASD.

The 'Listening Program' was introduced with a group of eight 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 6 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.

Whole staff professional learning was delivered with specific focus on increasing awareness of the NCCD, understanding disability and inclusive practices as well as refining the referral process and development of student personalised learning programs.

Student Wellbeing

Goals & Intended Outcomes

Goal: To improve the sense of well-being for all students in order to enhance engagement in their learning.

Outcome:

- That all students accept responsibility for their own learning.
- That all students develop a higher level of self-esteem which in turn will lead to resilience and empathy

Achievements

With each new academic year comes new challenges. St. Patrick's firmly believes that the provision of a curriculum that provides all students opportunities to develop and enhance their wellbeing is essential.

The school is working extremely hard to develop the community's understanding and attitude to behaviour management. As a school we work with all children to accept responsibility for their behaviour and accept consequences for their actions. The corner stone of our behaviour management policy is the restorative practices model. To provide all staff with a deeper understanding of the restorative practices model, the school engaged the services of Mr David Vinegrad to provide professional development for all staff. Mr Vinegrad will work with selected staff at a more intensive level in 2018.

In 2017, the Wellbeing and Assistant Wellbeing Leader participated in professional development that explained the Berry Street model. The Berry Street Education Model provides schools with training, curriculum and strategies to engage the most challenging students. It is a positive education framework that supports teachers to meet the specific needs of young people, particularly those who have been affected by trauma. After due consideration by the School Executive, it was agreed that all teaching staff will be provided with training in the Berry Street Education Model.

St. Patrick's provides excellent resources and amenities for all of its community members. It was identified that in 2016 some children found it hard to engage in positive experiences on the playground. 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 2017: Games Clubs, Construction Club Mathematics Club, Bey Blade Club, Footy Swap Cards Club and Drawing Club.

Every Friday morning 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.

In 2017, the Wellbeing role was formally split into two distinct positions. These two positions are Wellbeing Leader and Welfare Leader. The number of children who received funding for the 2017 academic year has grown. This has allowed the school to employ twelve Learning Support Officers to support our children with learning needs. With the Wellbeing Leader's role being split, the job description of the Wellbeing leader was rewritten. In November 2017 Mrs Cassie Thompson was appointed to the role of Assistant Wellbeing Leader.

St. Patrick's takes seriously the responsibility it has to children who have special medical conditions. St. Patrick's is an Asthma friendly school with all staff receiving professional development with regards to the treatment and prevention of asthma. St. Patrick's has fourteen children who have been diagnosed as being anaphylactic. To ensure that the school is compliant to all Ministerial directives pertaining to anaphylaxis the school has two staff members who have been trained as anaphylaxis verifiers. All staff were assessed in 2017 to ensure their knowledge of anaphylaxis was up to date and all individual staff members are competent in using and EpiPen.

The school works hard to ensure that it is compliant with all Occupational Health and Safety. In 2017, a new OHS committee was formed. St. Patrick's School was audited by Work Safe Inspectors in June and July 2017. It was noted by the Work Safe Inspectors the high quality of the school's policies.

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.

In December 2017, the school's attendance policy was reviewed. The new policy was ratified by the school's executive and then ratified by the School Advisory Board.

VALUE ADDED

St Patrick's provides a varied curriculum which attempts 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
- Music: 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.
- 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 5 and 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 at St. Patrick's Primary School in 2017. Although there has been positive growth in Wellbeing, more can be and will be done to support the wellbeing needs of all children.

Insight SRC data

	2016	2017

STUDENT RESULTS		
Student Wellbeing Aggregate	68.4	72.7
Connectedness to school	63	68
Connectedness to peers	72	76
Student Safety	66	74

The school has reflected on this data and implemented strategies to further develop the wellbeing of all students at St. Patrick's. At least one staff meeting per term was dedicated to the discussion and revision of the school's behaviour management policy. In Term 2, 2017 as part of the strategy of student voice and knowing our students better the school implemented 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. To further support the mental wellbeing of our children the school employed two psychologists in 2016. The two psychologists provided support for our children in the areas of anxiety, separation, family distress and depression.

The contribution of the 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 restructured in 2017 to allow for greater participation by more students. 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 and represented the school at formal and informal functions.

Child Safe Standards

Goals and Intended Outcomes

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

Achievements

In 2017 the school restructured the Child Safe Team. The principal was appointed as the Chief Child Safe Officer. Several staff attended professional development and the school policies were updated.

A staff member was employed part time to assist with the school Induction process including contractors, new staff and volunteers, to ensure the school is compliant. Staff were provided staff meetings on this topic and the school advisory board was given extensive briefings.

The school has developed numerous Child Safe policies and continues to invest time and resources into supporting staff in this area.

There are posters for our student to read throughout the school and staff incorporate Child Safe routines as part of the Social and Emotional Lessons.

Articles have been included in the school newsletter to ensure our community remains informed about Child Safe policies and practices at St. Patrick's Kilmore.

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 2017 the school continued with the induction and appointment of many new staff. School enrolments remained strong and substantial progress was made in improving the schools I.T.C network. In the middle of the year a new I.C.T. Leader was appointed and towards the end of the year the school leadership team roles was restructured so that there was a dedicated Leader for Transition and a Student Wellbeing Assistant Leader. After much discussion the trail of the Middle Leaders project came to an end.

A major purchase in 2017 was the purchase from catholic Education Melbourne of the modular building that houses the Year 1 & 2 classrooms. The school Administration area was redesigned and improved, the last of the Year 1 & 2 classrooms were redesigned with new doors and walls, new outdoor art work was installed on the netball courts and in the central courtyard and new Adventure Play equipment was installed. The Year 2 classrooms received new furniture and new microphones installed across several classrooms. A sensory room was created in the Student Services Leaders Room.

The school launched a new school website and digital communication screens were installed in the Years 5 & 6 area and library.

The school successfully hosted a Social Worker student from RMIT for 6 months and nine Learning Support Officers upgraded their qualifications.

2017 was the second year our 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 2018 the school will continue to be part of a Languages project organized by Catholic Education Melbourne.

The school received very positive feedback about the semester one and semester two drama performing arts concerts, the musical soiree held in term four and the athletics carnival held in term four.

The school continued to provide significant assistance and support to families and students who have experienced a loss or have suffered a trauma.

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

The school participated in a two day OH&S audit run by Worksafe Victoria and received a very positive report.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2017**

Asthma management

Anaphylaxis Training

CPR training

Child Safe Briefings and Training

KidsMatter Component Training

Restorative Practices PL

Behaviour Management PL

Reading data workshops

Maths Intervention PL

Expert Teaching Maths PL

Dyslexia PL

Wellbeing and Social Skills PL

Theraplay training

Religious Education PL

Literacy PL, including spelling and writing

Special Needs, Autism and ASD

Family School Partnerships PL with George Otero

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	55
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$1600

TEACHER SATISFACTION

The 2017 Teacher surveys saw an improvement in all areas. The areas with the largest improvement was: Individual Morale, the level of Individual Distress, Supportive Leadership, Empowerment, Student Behaviour & Student Management.

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 2017 parents and families have supported the school and strengthened the sense of community. 70 family volunteers were placed on a 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 luncheon, Mother's Day stall, Mid Year Dinner Dance, Father's Day Breakfast, Father's Day Stall and term four Art Show. 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. In 2017 a Bus Club was established to provide a light afternoon tea and safe space for the children waiting to catch their bus home after school. The school continued to provide a once a week Playgroup which meets once a week for two hours. The school regularly promotes community events and services via the school newsletter. A new and improved format for our school newsletter commenced in 2017 and a new school website launched in the second half of the year

PARENT SATISFACTION

In 2017 one hundred and forty parents participated in the Insight SRC survey, which is a response rate of 40%. This is a very high participation rate.

The Parent Catholic Culture Aggregate Index lifted from 73.9 to 75.1 which places the school in the area where 50% of Catholic schools are.

There are 19 areas that are measured by the parents and in all areas the school results were the same as 2016 or had improved. The largest improvements were in the areas of : Reporting, Learning Focus, Extra Curricular opportunities, Transition, Social Skills and Connectedness to peers. While there had been an improvement from 2016 Classroom behavior remains an area of concern to parents and to the school.

Based on these results the school has increased the amount of staff meeting time and Professional Learning opportunities in the area of Behaviour Management, has introduced new strategies such as Peer Mediation and will be using a new report writing format for parents. The school will look to expand and promote the extra-curricular activities that are available to students.

Future Directions

In 2019 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.

Peer observation and feedback will be high priority for 2019, 2020 and beyond.

The school will look to increase Professional Learning on how to support Science, Technology, Engineering, Arts & Maths. Additional I.C.T. equipment will be purchased to support this.

The school will look to establish a larger Sensory Room to support a wide range of students with additional needs and will be investing in new I.T. equipment for the senior students.

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.

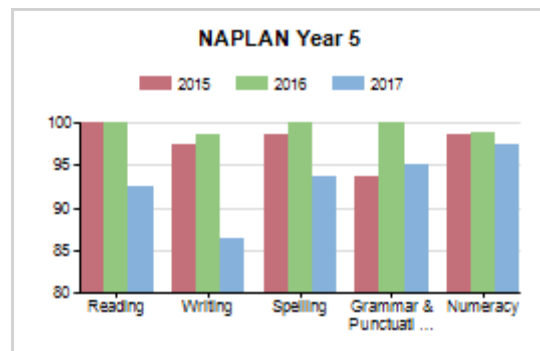
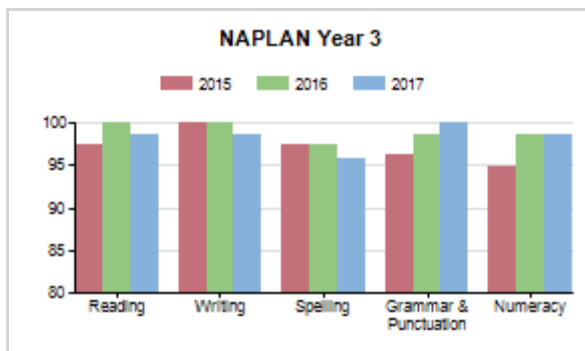
The school will continue to explore how to embed the use of French Language throughout the school so it is not limited to the one hour a week with the French Language teacher.

There will be ongoing work with staff on Behaviour Management PL, implementation of the SMART Spelling program, the 7 Steps Writing Approach 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. 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 Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015 %	2016 %	2015 - 2016 Changes %	2017 %	2016 - 2017 Changes %
YR 03 Grammar & Punctuation	96.3	98.7	2.4	100.0	1.3
YR 03 Numeracy	94.9	98.7	3.8	98.6	-0.1
YR 03 Reading	97.5	100.0	2.5	98.7	-1.3
YR 03 Spelling	97.5	97.4	-0.1	95.9	-1.5
YR 03 Writing	100.0	100.0	0.0	98.6	-1.4
YR 05 Grammar & Punctuation	93.7	100.0	6.3	95.0	-5.0
YR 05 Numeracy	98.7	98.8	0.1	97.5	-1.3
YR 05 Reading	100.0	100.0	0.0	92.4	-7.6
YR 05 Spelling	98.7	100.0	1.3	93.8	-6.2
YR 05 Writing	97.4	98.7	1.3	86.3	-12.4



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y1	92.77
Y2	94.00
Y3	93.56
Y4	93.59
Y5	94.95
Y6	92.49
Overall average attendance	93.56

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.92%

STAFF RETENTION RATE	
Staff Retention Rate	73.81%

TEACHER QUALIFICATIONS	
Doctorate	0.00%
Masters	11.76%
Graduate	26.47%
Certificate Graduate	11.76%
Degree Bachelor	73.53%
Diploma Advanced	26.47%
No Qualifications Listed	5.88%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	63
FTE Teaching Staff	52.264
Non-Teaching Staff (Head Count)	23
FTE Non-Teaching Staff	20.892
Indigenous Teaching Staff	0

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