

ANNUAL REPORT

TO THE SCHOOL
COMMUNITY



St Patrick's
Catholic Learning Community

**ST PATRICK'S PRIMARY SCHOOL
KILMORE**

2019

REGISTERED SCHOOL NUMBER: 0184



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Minimum Standards Attestation

I, Michael Bourne, attest that St Patrick's Primary School Kilmore is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2019 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 School.

8 May 2020

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 2019 the school had an enrolment of 557 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 and the primary school is a feeder school into the College.

In 2019 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 Performing Arts Centre, 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 and guitar. The St Patrick's Netball Club was established 29 years ago and makes use of the three school netball courts every Saturday morning. In 2019 one hundred students from the school were enrolled in the netball club.

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

Students enrolled in the school live in a wide range of locations including Kilmore, Kilmore East, 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

There was a slight decline in school enrolments in 2019, moving from 568 in 2018 to 557 in 2019.

Father Grant O'Neill (Parish Priest) retired having served in the parish for seven years and was replaced by Father Shanthaiah Marneni who commenced his appointment in late August 2019.

Several members of the leadership team completed their formal review in 2019. Following from this review process a new Student Wellbeing Leader was appointed to commence at the start of 2020. New positions of leadership were created to commence in 2020 including Assistant RE Leader and Assistant Learning Diversity Leader.

The unique relationship between St Patrick's Primary & Assumption College Kilmore saw staff from both schools attending joint staff Masses, staff meetings & training sessions. The shared use of facilities, the schools Year 6 to Year 7 transition program & the alignment of policies and procedures has all continued to benefit the students, families and staff of both schools. Extensive conversations and planning throughout the year took place to continue this work in 2020. The school completed a review of the current school uniform and changes were approved that aligned the school uniform with the uniform at Assumption College. With the support of the school board the decision was made to move Cleaning and Maintenance to be under the supervision of the company Danihers which is the firm that oversees the work at Assumption College.

The school continued to offer an extensive provision of extra-curricular activities available to our students. Chess Club, Lego Club, Games Club, Choir & Computer Club were all well attended throughout the year. Approximately one hundred students participated in drum, piano and guitar lessons. The school continued to support the St. Patrick's netball club with approximately one hundred students enrolling to play in the 2019 season. Netball matches were held each Saturday in terms two and three with training for the teams held after school.

The school continued to strengthen and consolidate the Year 6 student leaders' program with new roles being developed and the students given the opportunity to connect with student leaders at Assumption College.

Staff continued to receive extensive professional learning opportunities. The school made major improvements in the areas of ICT & STEAM with improved teaching practices and another significant upgrade of equipment. By Term Three 2019 the school completed the process so that St Patrick's Kilmore is recognised as an e-Smart school.

A Musical Soiree was held in November which was an opportunity for the students who having been learning with guitar, drum and piano to showcase their learning.

The school was generously supported by the Parents & Friends Association and the School Board throughout the year. The midyear Parents and Friends Dinner dance, once a term

working bees, the Mother's Day and Father's Day breakfasts and stalls were highlights in a busy and successful year filled with many events.

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

At the end of 2019 the school acknowledged the following staff who were retiring, were leaving to start a family or had been appointed to other schools: Len Devlin (Student Wellbeing Leader), Alyce Sauter (French), Laura Straghan (LSO), Elisabetta Logozzo (Performing Arts), Paul Sargeant (Year 1), Sandra Braybrook (Year 1), Stephanie Somerville (Year 2), Ruth Jones (Year 2), Chris Borg (Year 5) Kathie Ferguson (General release) and part time teacher Tiff Blair (Year 4).

School Advisory Board Report

The School Advisory Board (SAB) supports the Parish Priest and School Principal in the strategic direction of the school community. It provides a voice to parents and carers in the decisions that are made for the benefit of our school community and most importantly the children.

As the SAB chair, I would like to thank all 2019 SAB board members and committees. The continued commitment and extraordinary work of everyone involved ensures our school continually improves through our play groups, social events, fundraising and much more.

With the departure of Our Lady of the Way Wallan to their new premises at the beginning of the year we were able to once again maximise the use of all of our learning spaces for classes and extra-curricular activities. The adult library was a welcome initiative.

Sadly, during the year we said goodbye to Father Grant after many years of service and we thank him for his leadership, faith and support. Father Shanthaiah has been a welcome successor as the Parish Priest and we look forward to supporting and working with Father Shanthaiah in his new role into the future.

A strong and continued focus of the board was to improve our family school partnerships and the communication between students, teachers and parents / carers. I am proud to be a part of a strong school community that is kind to one another and provides support to each other in times of need.

During 2019 the board supported the following noteworthy activities.

- Transition to the new uniform supplier
- Transition to the online reporting through PAM
- Continued strengthening of our child safe protocols
- Introduction of child safe training for SAB members

I also acknowledge the hard work of all our teachers and staff in their work, dedication and achievements during 2019. For those staff continuing into 2020 and those staff that are new to the school we hope that you have a positive and rewarding year ahead.

The well-being of all of our children is at the forefront of all of our decisions along with a high-quality educational experience. Continuing to work together as one will ensure the sustained success of our school for the benefit of our children.

Nicole Maxwell

St Patrick's Primary School Advisory Board Chair

Education in Faith

Goals & Intended Outcomes

At St Patrick's our goal was to maintain an active faith community, celebrating Catholic traditions, engage in dialogue and critically reflect on faith in a contemporary context.

Intended Outcomes:

- That student engagement in Religious Education improves
- That community engagement in the faith life of our school and parish community will continue to be enhanced

Achievements

In 2019 St Patrick's continued to provide a rich and varied liturgical life for staff, students and families. We continued to be a place where the community was provided with many opportunities to learn about, practice, articulate and model out faith story and traditions.

The staff continued to have opportunity to nurture their faith development and professional development in RE. Staff prayed and celebrated the Eucharist with the two Catholic schools in the area – Our Lady of the Way Wallan and Assumption College. Staff worked alongside Assumption College staff during Faith Week and a combined staff Spirituality Day that allowed for professional development, reflection, prayer and RE accreditation opportunities. Some staff members continued their Postgraduate course to gain their accreditation to teach Religious Education. The staff worked on how to use provocations and implement purposeful planning with RE Advisor Nelson Graham. In Facilitated Planning, staff continued using the renewed curriculum, unpacking papal encyclicals and continued to refine their planning.

Shared opportunities for personal reflection, meditation and collaborative prayer were provided daily in classes and weekly at staff meetings. The whole school continued their commitment to daily prayer (3 times a day) and continued to gather and worship at Opening School Mass, St Patrick's Feast Day, Ash Wednesday, and Holy Week prayers in the courtyard, ANZAC Day, Feast of the Assumption, Remembrance Day and Whole school weekly Advent prayers in the courtyard. Whole school week prayer services during Lent and Advent offered reflections on Scripture and how we can be the people God wants us to be and to prepare ourselves to encounter Christ in the seasons of Easter and Christmas. Class masses for middle and senior classes were planned as well as class Paraliturgies for the junior classes. The introduction of celebrating Grandparents day with a liturgy was very well received by the community's attendance.

Large rosary beads and various images of St Patrick – our school patron saint were purchased and displayed in each class room.

Staff prayed together at the commencement of staff meetings and in times of grief. Parents were given opportunities to pray at the commencement of meetings i.e. P&F meetings, school led curriculum and faith meetings, School Advisory Board Meetings.

The invitation to our Year 3s, 4s and 6's to receive the Sacraments of Penance, Eucharist and Confirmation respectively was facilitated by the RE assistant. A special blessing was offered for non-baptised students. Students in particular Years 3, 4 and 6 were supported by school staff across various levels with sacramental preparation which included Commitment Masses, Faith Formation Evenings, Retreat Days and celebrations.

Social Justice Initiatives continued with the school donating 10 percent of all fundraising to Caritas Australia. Awareness raising was the main priority however the school continued to collect food and money for St Vincent de Paul for the Winter Appeal and the Christmas gift collection. Social Justice Students lead the Fiji Book Drive and lolly stall raising funds for those marginalized in our world.

Families and staff continued to generously provide food for those who were ill or in need. Weekly Breakfast Club continued through the generous support of St Vincent de Paul. RE Leader and assistant RE leader attended CEM Zone network days exploring the new frameworks. RE Leader regularly met with the Assumption College Faith team and Our Lady of the Way RE Leader to discuss various combined faith liturgies and how to promote RE in the schools.

VALUE ADDED

- Student's awareness of Social Justice issues increased with many wanting to take part in activities and fundraising.
- Student's confidence and participation increased with assisting in leading whole school ceremonies and liturgies.
- Peer Mediators continued to support students with resolving conflict so we live peacefully and respectfully.
- Facilitated planning to assist teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.
- The Sacramental program enhanced the family's knowledge of the Catholic faith through family workshops and Sacramental meetings.
- The biannual collection for items from each class of the school provided hampers which were distributed by the local St Vincent de Paul Conference to those in need.
- Revising proformas in RE teaching and learning increased understandings in the Religious Education Curriculum from P- 6.

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 2020 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 2019 school year there are many achievements and milestones to celebrate. The intervention programs - MiniLit and MacqLit reading intervention programs were introduced for students in Year 1 to 6 to support students with reading and spelling difficulties. Eight LSOs along with the Learning Diversity and Literacy Leaders attended a 2 day training course in order to facilitate the program in small groups. 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 Year 2 - 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 1-6 using the Fountas and Pinnell Benchmarks, once per semester. Preps continued to use the PM Benchmark Kits for reading records. In 2019 all students Reading Records were tracked and monitored. This further enhanced data collected by teachers to ensure student needs were met.

The Year Prep and 1s began using 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 (Foundation to Year 2), addressing initial instruction in the hope that by providing strong foundations in reading and writing from the outset, fewer children will fall behind and require more intensive intervention.

At the end of 2019, staff assigned to Year 2 for 2020 attended PD on the InitialLit program with a view to extending the implementation of the program to include Prep - Year 2 in 2020. Teachers new to Prep and Year 1 for 2020 also completed the InitialLit training at the end of 2019 in preparation for 2020.

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 subscribed to 'MAPPEN' - a web based program that provides teachers with units of work, and in-built professional learning. Using MAPPEN for inquiry based learning units helped to ensure the curriculum was planned effectively and covered the Victorian

Curriculum in a succinct and engaging manner. Teachers were released for a full day of planning at the end of each term, with relevant Curriculum Leaders and their teams, to plan for the next term.

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. Students all completed PATR and PATM in November and teachers interpreted results with the assistance of the SPA program to determine each child's individual growth over 12 months in Literacy and Numeracy. The school continued to strongly believe that the goal for all students in learning should be '12 months growth in 12 months', and through the SPA program, teachers were able to determine if this goal was met for individual students. 'Essential Assessments' continued to be used across the school to assess students in Maths 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 2019 we continued to monitor the data of every child from prep to six in both Literacy and Mathematics to determine how teaching and learning needed to be differentiated within each classroom and for each individual.

STUDENT LEARNING OUTCOMES

Our 2019 NAPLAN data for Reading in Year 3 showed very little change over the last 3 years - the 50th percentile marker was slightly higher than in 2018, but the bottom 10th percentile was slightly lower than both 2017 and 2018. The Year 5 data showed that the spread of students was greater in 2019 compared to 2018, but smaller than the spread in 2017. The 50th percentile was lower than 2019 and the bottom 10th percentile was lower than 2018 but higher than 2017. Overall the Reading data showed a very slight decline in both Year 3 and Year 5 from 2018.

Our NAPLAN data for Writing showed significant improvement in both Year 3 and 5 data from 2018. The data showed a much smaller spread in both year levels, with most percentile markers improving significantly. The scaled scores for both Year 3 and 5 were well above those in 2018, and were the highest they had been for 3 years, which indicates that the significant focus on Writing has had an impact. The school has used the Seven Steps to Writing Success program across the school during Facilitated Planning sessions with the Literacy Leaders, and an additional 4 staff members attended a 7 Steps to Writing Professional Learning day early in 2018.

The SMART Spelling program was used from Year 2 - Year 6 in 2019, after its introduction in February 2017. New staff to the school completed the online Professional Development course to learn about the program and how to use it in the classroom. Our NAPLAN results for Spelling in 2019 showed minimal changes from the 2018 data. There were slight increases in the top end of the data for both Year 3 and 5, and the scaled scores were both higher than in 2017 and 2018, however they were still below the state average. We look

forward to seeing how the continued implementation of SMART Spelling impacts on our NAPLAN results over the coming years.

The 2019 NAPLAN data for Maths showed improvement in both Year 3 and 5. In Year 3 there was a slight increase in most markers, with significant increases in the top 10th percentile, although the bottom 10th percentile did dip slightly. The scaled score in Year 3 was the highest it has been over the last 5 years. In Year 5, there were large increases in the top 75th and 90th percentiles, and the scaled score was the highest it had been over the last 3 years. We continued to employ a learning consultant, Rob Vingerhoets who worked with the staff for 2 full days per term throughout the year, and also ran a staff meeting in Term 2. Rob's work focussed on modelling engaging and differentiated lessons for all teachers, and professional conversations to build teacher confidence and efficacy. He also worked with staff in planning sessions to try and develop engaging and meaningful units of work. Feedback from staff was extremely positive and as a result, Rob's consulting will continue in 2020, with 7 days booked on site.

To support students who needed extension, The Maths Olympiad and Maths Games initiatives were continued for students in Years 4, 5 and 6. The initiatives ran weekly and encouraged higher order thinking through problem solving and involvement in international competitions. Teams of students from Year 5 and 6 also participated in the MAV Maths Games at Kilmore Primary, and competed against teams from all over Victoria. Our Year 5 Team were the overall winners on the day.

STEAM AND DIGITAL TECHNOLOGIES

In 2019 all classroom teachers participated in introductory Professional Learning around STEAM. The 'Makerspace' was created for Teachers and Students to begin to explore the concept of design and technologies. All classes in Year 4 - 6 participated in a full day 'MAKEY MAKEY' workshop using a combination of coding and construction. All classes from Prep - 6 participated in Inquiry based lessons in the Makerspace in Term 3 & 4. STEAM, CYBER SAFETY AND CODE club were introduced, these were offered at lunchtimes and quickly became very popular.

2019 saw the implementation of a new reporting system through SIMON, with our first year of paperless reporting. The introduction of SIMON also saw the commencement of school wide behaviour tracking. Our school community was introduced to PAM (Parent Access Module) with 387 family accounts created and used to access student reports.

Term 4 2019 St Patrick's officially achieved eSmart Status. eSmart is a long-term change program designed to educate, track, monitor and prevent bullying and cyberbullying.

STUDENTS WITH DIVERSE LEARNING ABILITIES

In 2019 the school received NCCD funding for 134 students. This growth was a result of the new funding framework and improved protocols in identifying and supporting students with varying needs within classrooms. Students under NCCD funding were supported by a larger

team of LSOs within the classroom, increasing from 12 to 18 LSOs across the year. The LSO team participated in ongoing professional development including attending workshops to deepen understanding of Pathological Demand Avoidance, Language disorders and Autism Spectrum Disorder.

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

The MiniLit and MacqLit reading intervention programs were introduced and eight LSO staff trained to ensure students with diverse learning abilities were supported in evidence based programs to continue to develop their growth and evidence LSO support for continued NCCD funding.

The SIMON platform was introduced to evidence and store student data and growth as well as PSG minutes and therapeutic reports in a central location.

The 'I Can' Network continued to support students from Years 2 to 6 with ASD and / or the need to increase social skills and self-confidence through the 'Imagination Club', on a fortnightly basis.

The Engine Room was relocated to a larger space with a greater variety of heavy work equipment and calm down activities. It was utilised by more than 10 regular students on a daily basis and with the increased and consistent use by students came a reduction in class disruptive behaviours for some students. The area outside of the Engine Room officially became the quiet space and the yard duty teacher had support of an LSO each to work with students in the space to support the social development. Card, construction and passive play activities are placed in the space each play time to encourage students to interact with each other and feel safe in a quieter, calmer space within the outside environment.

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

The partnership with NEXUS health continues to provide students with diverse learning needs access to ongoing Speech therapy and Occupational therapy within school times and environment. This also enables the teaching and LSO staff to directly communicate with specialists of students to implement strategies to improve learning and engagement in the daily classroom environment.

Students with additional needs were introduced to technologies to support them in accessing the same content as their peers. In 2019 the school purchased 5 CPens and students began using Speech to Text technology. The introduction of 1:1 laptops for students with additional needs was also introduced in 2019.

Student Wellbeing

Goals & Intended Outcomes

Based on the 2018 data Student Wellbeing and in particular Behaviour Management was identified as an area requiring additional support and focus in 2019. The aim was to ensure all staff were aware of and enforcing school protocols that create a consistent, calm and safe learning environment for all.

Achievements

To support this endeavour the school moved to introduce the SIMON data tracking system which included marking the class roll and commencing in Term 2, tracking minor and major incidents using the behaviour tracking tool. This function allowed teachers to document an incident and its level of severity under a student's name allowing the appropriate member of leadership to follow up with students involved.

A portion of the professional learning days at the beginning of the year were dedicated to establishing a common language and gaining clarity in areas of behaviour management at St Patrick's Primary School.

New line up procedures were introduced for the end of recess and lunch times as this was identified as a time where incidents were higher. CCTV cameras were installed covering most of the outside play areas and new walkie talkies were purchased to assist the teachers on yard duty with communication.

To reinforce the school's commitment to Restorative Practices and to help increase teacher confidence in the sphere of Student Wellbeing the school completed Day 3 and Day 4 of the Berry Street Education Model training and new staff were upskilled in a full day workshop on Restorative practices. The Berry Street Education Model provides schools with the training, curriculum and strategies to engage and support students, including those with a trauma background, in their learning.

All classes created and displayed a class Charter which revised the whole school rules and the students' commitment to upholding the values of the school. Members of leadership supported staff with Behaviour Management by modelling lessons, coaching individuals and offering professional learning in this area. Graduate teachers were allocated a mentor from the Leadership team for support and guidance throughout the year.

The Seasons for Growth (Grief & Loss) program was offered to approximately twenty students and received positive feedback. The school also offered the Theraplay program to a small group of students who required this intensive support program with their parent or carer. The school employed a psychologist for two days a week to assist with mentoring of staff, case management and onsite counselling sessions.

VALUE ADDED

Since implementing the SIMON behaviour tracking tool, the staff have further developed a common understanding of minor and major incidents and how to effectively deal with them, either with or without leadership support. Staff that were not following expectations in these areas were able to be guided by the agreed practices created at the beginning of the year. Staff are beginning to put together their knowledge of our agreed practices and expectations, the Berry Street Education Model and Restorative Practices to successfully identify, halt and resolve incidents in the classroom and on the school yard.

STUDENT SATISFACTION

All students from Years 4 and 6 were invited to complete the CEMSIS-making schools better together survey. The results indicate the students Learning disposition is at a strong point, along with Teacher-student relationships. Further exploration is required to assist student voice being heard and acted upon in the delivery of curriculum. The student result of 44% in student safety continues to be a focus area of the school improvement plan.

STUDENT ATTENDANCE

If a child is absent, the parent of the child is expected to notify the school via the St Patrick's Skoolbag app, PAM 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 see 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.

Child Safe Standards

Goals and 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 2019 St Patrick's Primary School continued to review and improve our implementation of the Child Safe Standards.

The school has increased its staff employment practices this year by implementing an 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 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 a cloud based 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 2019 school enrolments were 557 at the time of the August census. This is a significant achievement given that Our Lady of the Way Primary in Wallan East commenced on their new school site in April 2019 and new families in their catchment zone were not eligible to enrol at St Patrick's Primary.

With the support of the school board several new policies were updated and approved.

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

Capital Works improvements in 2019 included: the installation of additional security cameras, improved fencing on the oval, renovating the Theraplay/counselling room, internal painting, installation of retaining walls in the garden

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

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

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

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**DESCRIPTION OF PL UNDERTAKEN IN 2019**

- Asthma management
- Anaphylaxis Training
- CPR training
- Diabetes PL
- Child Safe Briefings and Training
- Restorative Practices PL
- Behaviour Management PL
- Berry Street Model PL
- Seasons for Growth PL
- Reading data workshop
- 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
- Family School Partnerships PL with George Otero
- Gifted & talented PL
- Legal Issues for schools PL
- Cued Articulation PL
- Upgrade of LSO qualifications
- Principal, Deputy Principal, ITC, Learning Diversity, Wellbeing, Maths, Literacy, Finance Network meetings and briefings held throughout 2019

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019

49

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1,500

TEACHER SATISFACTION

120 families participated in the School Improvement Surveys in 2019 representing approximately a third of all families. This was the first year that Catholic schools commenced using the CEMSIS survey which replaced the old Insight SRC surveys.

Once again particular highlight in 2019 was the staff's perception of curriculum processes, Professional Growth, Appraisal & Recognition and the strong growth in Year 6 student's perception of stimulating learning opportunities.

Areas that indicated the St Patrick's data was above the Catholic Education Melbourne average include: Catholic Identity, feedback to staff, collaboration in teams, support for teams, school leadership, & staff safety. The school's strongest results were in Professional learning and Collaboration around the school improvement strategy.

While there has been much to celebrate in the area of Student Wellbeing the staff have identified that management of student behaviour/ student safety in the classroom and within the school is the area that the school will continue to focus on in 2020. There will also be an ongoing focus on student engagement and school climate.

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 2019, the St Patrick's Primary School families have continued to support the school in a range of activities and strengthen our sense of community.

In the school, we had over 60 families assisting onsite in the classroom, specialist classes and in the library. We also had a number of families supporting incursions, excursions and camps. Other areas where families supported the school included many families regularly attending the school's termly working bees.

The Parents and Friends (P&F) group also regularly engaged our families with their Mother's and Father's Day breakfasts and stalls, the annual St Patrick's Day Walkathon, annual Dinner Dance, and other smaller fundraising efforts such as hot dog and icy pole days. These events are critical to increasing social capital and the family-school partnership with our school community. The P&F held a monthly meeting to bring families together to discuss the planning and organising of these events, and also wrote articles for the school newsletter to further engage the wider school community.

Other school community events this year included:

- the annual end-of-year Musical Soiree to showcase the abundance of talent that the school holds in singing, drums, piano and guitar;
- Liturgies and masses to celebrate Holy Week, ANZAC Day and Remembrance Day.
- The end-of-year Year 6 Graduation liturgy and celebration, honouring our Year 6 students as they graduate and move onto their secondary education.

The school also continues to offer Breakfast Club to all students on a Friday before school, where students can gather and socialise over breakfast in the Community Lounge. The school also continues to offer our free weekly Playgroup service on a Monday morning. Playgroup is open to the wider school community and all families are encouraged to attend with their pre-school children.

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

PARENT SATISFACTION

2019 saw a transition in survey systems from inSight SRC to CEMSIS. St Patrick's Primary School had 120 families complete the CEMSIS survey, a few less than 2018, but still representative of approximately one-third of our families.

The majority of the data tracked very similar to other Catholic Education Melbourne schools. Our strongest results were in teacher communication and discussions, Catholic identity and ICT.

An area of focus continues to be in behaviour management, and we will continue to work on stimulating learning and family engagement.

Overall, the parent perception is that the school continues to track upwards in most areas.

Future Directions

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

Peer observation and feedback, including peer learning walks, will continue to be high priority for 2020 and beyond.

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

The 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. This will be aided through the school's application for membership to Marist Schools Australia.

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

There will be ongoing work with staff on the embedding of the InitialLit program in Prep and Year 1 and the implementation into Year 2 along with the alignment of practice with the AITSL standards.

The school is committed to implementing the Family School Partnerships Strategic 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.

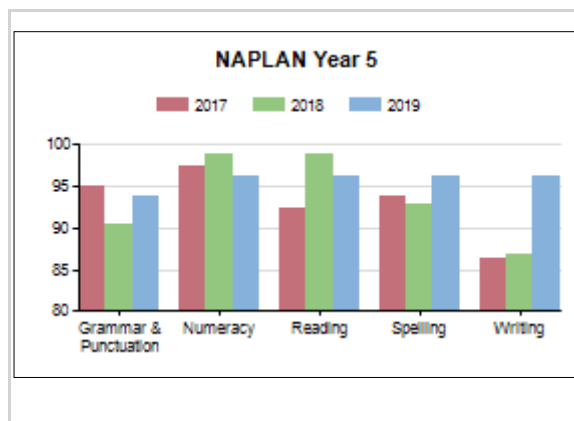
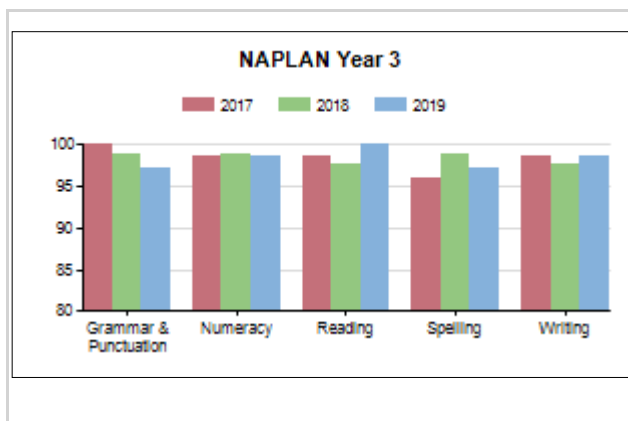
School Performance Data Summary

E1025

St Patrick's Primary School, Kilmore

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	100.0	98.8	-1.2	97.1	-1.7
YR 03 Numeracy	98.6	98.8	0.2	98.6	-0.2
YR 03 Reading	98.7	97.6	-1.1	100.0	2.4
YR 03 Spelling	95.9	98.8	2.9	97.1	-1.7
YR 03 Writing	98.6	97.6	-1.0	98.6	1.0
YR 05 Grammar & Punctuation	95.0	90.4	-4.6	93.8	3.4
YR 05 Numeracy	97.5	98.8	1.3	96.2	-2.6
YR 05 Reading	92.4	98.8	6.4	96.3	-2.5
YR 05 Spelling	93.8	92.8	-1.0	96.3	3.5
YR 05 Writing	86.3	86.8	0.5	96.3	9.6



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	87.4
Y02	90.8
Y03	89.5
Y04	90.9
Y05	90.5
Y06	88.7
Overall average attendance	89.6

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	82.4%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	72.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	24.0%
Graduate	28.0%
Graduate Certificate	4.0%
Bachelor Degree	76.0%
Advanced Diploma	20.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	47
Teaching Staff (FTE)	38.8
Non-Teaching Staff (Headcount)	29
Non-Teaching Staff (FTE)	25.7
Indigenous Teaching Staff (Headcount)	0