



St Patrick's Primary School Kilmore

2020

Annual Report to the School Community



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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 2020 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.

11/06/2021

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

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 2020 the school had an enrolment of 547 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 2020 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 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 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

2020 will be remembered by many as the year Australia was impacted by the COVID-19 virus. It was a challenging year for the nation, for the state of Victoria, for our community, for our students, for our staff and for our families. St Pats students had extended periods of time away from school in the last week of Term One, for most of Terms Two & Three and for the first two weeks of Term Four. The students in Prep to Year 2 had 17 weeks of Remote Learning and the students in Years 3 to 6 had 20 weeks of Remote Learning. The Term One holidays were moved forward by four days and many of our staff, students and families were impacted by the local Tier One alert for a business in Kilmore at the start of Term Four. Students of Essential workers and Vulnerable students were allowed to be on site during Remote Learning and the school averaged approximately 90 students on site each day of Remote Learning in 2020. To assist students and families who were doing Remote Learning off site, the school loaned out 150 computer devices to be used at home.

Due to the COVID-19 guidelines there were no sacramental celebrations in 2020. The Year 5 & Year 6 Camp had to be cancelled and 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 Year 6 students were unable to proceed with the Summer & Winter Interschool Sports competitions. 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.

Both state and federal governments made the decision that there would be no NAPLAN assessments in 2020 due to the impact of Remote Learning.

Despite the impact of the COVID-19 restrictions the school completed the School Improvement Process, known as School Review. The review process includes having the school work with an outside consultant who inspects all of the school's documentation, policies & procedures, an analysis of the school data over the last four years and meeting with a large cross-section of the community. The process commenced in March 2020 and concluded on 4 December.

The school noticed an increase in movements by families and students in 2020 and in the period between August 2019 and August 2020 there was a decline in enrolments at St Patrick's from 557 students to 547 students. This is due in part to families moving to the north of Victoria or to other states such as Queensland.

In Late August 2020 Father Shanthaiah Marneni was posted to a new parish and Father Prakash Cutinha was appointed as the Parish priest at St Patrick's Kilmore.

In August the school formally become part of Marist School's Australia while still being governed as a Catholic parish primary school. Membership of MSA further strengthens the work between the primary school and Assumption College.

The school continued to review the issue of school uniform and in Term Four 2020 female students had the option to wear the new Summer Dress or the navy blue shorts. Male students in Years 5 & 6 were given the option to wear the Assumption College shirt.

After consulting with all key sections of the school community, the decision was made to change one of the specialist subject areas from Performing Arts to Science. The Performing Arts room was converted into a Science Room in readiness for 2021.

In August 2020 the school completed the process of migrating to a new Finance and Administration platform known as ICON. By December 2020 the school had completed all the

compliance tasks that were required as the school transferred to a new governance model - Melbourne Archdiocesan catholic Schools - MACS .

At the end of 2020 St Patrick's acknowledged the following staff who completed their service at the school: Tracey Brincat (Deputy Principal/ RE Leader), Fran Prausello - Class Teacher, Sarah Peters - Class Teacher, Tayla O'Donnell - Class Teacher, Hannah Melville - Class Teacher, Bridget Chalkley - Class Teacher, Emily Carfora - Visual Arts Teacher, Nicole Daniels - Performing Arts Teacher & Gina Fairbrother - Cleaner. The school congratulated Tracey Brincat on her appointment as Principal at St Catherine's Lalor West commencing January 2021. In her time at St Patrick's Primary Mrs Brincat made an enormous contribution to the school and community.

School Education Board Report

One of the highlights of this year is that St Patrick's were welcomed into Marist Schools Australia - the theme for 2020 was 'One Wild and Precious Life', and what a wild ride the year has been.

The Coronavirus crisis and being plunged into repeated lockdowns showed us that life is indeed precious. I am proud of the way the St Patrick's community reacted during this crisis. We were resilient, we adapted, we coped with grief, loss, isolation and hardship, and we made it through together.

We redefined what the important things are, and we realised that it's the little things, upon reflection, that end up being the big things, the ones we remember and hold dear.

As Chair of the School Advisory Board, I would like to thank all members of the Board, leadership and staff, parents and committees. The commitment and extraordinary effort displayed within St Patrick's community is heart-warming and uplifting. The ability to continue improving and achieving despite numerous challenges and changes throughout the year, including:

- School Review Process - with the appointment of Tracy Connors, St Patrick's has lifted its governance standards and implemented numerous policies and process. There has been an increased focus on compliance and all Board members were added to the staff online learning system.
- Changes to our software platforms and finance systems.
- Changes to our governance structure and going through the process of being governed by MACS (Melbourne Archdiocesan Catholic Schools).
- Changes to our uniform provider with new uniform options that better reflect our future direction.

We welcomed new members to the Board, Rebecca Van de Paverd and Vikki Brumley, and Father Prakash as Parish Priest. Sadly, we also farewelled Tracey Brincat to take on the role of Principal at St Catherine's.

I am privileged to be part of a school and community that exemplifies strength through adversity and reinforces the Marist values of presence, simplicity, family spirit, love of work, and in the way of Mary.

Ana Fraser

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 2020 St Patrick's continued to provide a rich and varied liturgical life for staff, students and families utilising digital forms of liturgy design. We also collaborated with Assumption College to ensure that both staff and family communities had access to liturgical experience. We continued to be a place where the community was provided with many opportunities to be hopeful and connected through the feast days and Church seasons we marked.

The staff continued to have the opportunity to nurture their faith development and professional development in RE. Regular Google Meets were held with staff teams to ensure that planning followed exploring the new curriculum framework further and designing meaningful RE tasks for the remote learning space. Staff were guided through meeting with the RE Leader during facilitated planning, with a focus on developing ways to explore scripture in the home environment and designing prayer spaces at home to offer opportunities for faith development within the family space. This was new learning for staff around types of prayer and design of sacred space. The theology of sacraments was explored at a deeper level as the units were taught without the inclusion of ritual and liturgy due to COVID-19.

A digital presentation was sent home to every family, through the classroom teachers, leading them through ways to design a prayer space at home where their children could maintain school circle time and prayer routines. This was designed factoring in the unique relationship between student wellbeing and education in faith.

Shared opportunities for personal reflection, meditation and collaborative prayer were provided daily in class slides and weekly as an email to staff. Morning liturgies on a Monday were also designed on Google Meet where teachers were invited to join a topical staff prayer to commence their week. A new liturgy was designed each week based on the point of spiritual need of the staff. The whole school continued their commitment to prayer structured around the Church calendar including marking: St Patrick's Feast Day, Ash Wednesday, and Holy Week prayers online, ANZAC Day, Remembrance Day and Advent prayers. Introduction to Marist Spirituality was established too by immersing staff in various types of Marian Prayer and commencing the concepts of Marist Spirituality in preparation for the official 2021 launch in the school.

A new school candle was designed featuring the Marist Schools Australia logo for the return to school.

The invitation to our Year 3s, 4s and 6's to receive the Sacraments of Penance, Eucharist and Confirmation respectively for 2021 was facilitated by the RE Leader. A special blessing was still offered for non-baptised students.

Social Justice Initiatives continued with the school setting up 'drive by drop offs' for the St Vincent De Paul food and personal hygiene appeals which were coordinated in partnership with Assumption College. St Patrick's School also set up a website through St Vincent De Paul with goals for monetary donations. This was very successful and well within COVID safe protocols for fundraising in 2020. Student leaders continued to meet with RE Leader and Deputy Principal over Google Meet to coordinate ways to raise awareness within the community of the fundraising initiatives taking place in 2020.

VALUE ADDED

- Student's awareness of Social Justice issues increased with many wanting to take part in activities and fundraising.
- Facilitated planning assisted teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.
- The online liturgies sent out to families provided an opportunity for prayer reflection in families.
- Collaboration with Assumption College's RE department in liturgy design included exploration of digital mediums.
- Families were guided to set up prayer spaces at home to facilitate prayer and liturgy life in the remote learning space.
- The collection of items from families of the school provided hampers which were distributed by the local St Vincent de Paul Conference to those in need.
- Revising proformas during facilitated planning 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 2021 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 2020 school year there are many achievements and milestones to celebrate. Remote Learning was, for the first time, a necessity due to the Covid19 Pandemic. Prep - 2 students took part in remote learning for 16 weeks of the 2020 school year (6 weeks in Term 2, and 10 weeks in Term 3). Year 3 - 6 students took part in remote learning for 18 weeks of the 2020 school year (8 weeks in Term 2 and 10 weeks in Term 3). We had 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 of the 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, GoogleClassrooms, 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. The program was maintained throughout 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 Year 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 2020 all students' Reading Records were tracked and monitored. This further enhanced data collected by teachers to ensure student needs were met.

The Year Prep, 1s and 2s 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 (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.

All staff assigned to Year 2 and new Prep and Year 1 teachers attended PD on the InitialLit 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 classroom modelled sessions, year level planning sessions, and a variety of workshop sessions that were offered to all teachers and LSOs during the remote learning period to promote understanding of Maths content and how best to teach it.

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

The school 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. The Teaching and Learning team conducted a variety of staff and student surveys to determine the effectiveness of the MAPPEN program for learning and engagement in our school. A decision was made to investigate moving away from the MAPPEN program in 2021, in favour of a traditional 'Inquiry' approach. The Learning and Teaching team worked extensively with staff from CEM to begin the change process, and in Term 3, a whole staff PD session was held, in conjunction with the CEM staff, to begin the change to Inquiry based learning based on the Kath Murdoch approach in 2021.

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 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 2020 we continued to monitor the data of every child from prep to six in both Literacy and Mathematics to determine how teaching and learning could be differentiated within each classroom and for each individual. In 2020, a 'Maths Data Tracking Sheet' was introduced, which gave teachers the opportunity to track student progress and growth on the 'Essential Assessments General All Number' test over the last 3 years, as well as record implemented actions they were putting in place for students deemed at risk in terms of their growth. The intention was that this tracking sheet will be revisited at least once a term, with updated actions being added, and data added mid-year and end of year, every year to help keep track of the support for students, as well as being able to see what has been done by previous teachers when handovers occur.

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

The 'Makerspace' continued to be a popular space for students and teachers working through the STEAM design process as an end product for inquiry. All classes from Prep - 6 participated in Inquiry based lessons in the Makerspace in Term 3 & 4. STEAM Projects and Cyber Safety Club continued to be offered at lunchtimes. We received a STEM Innovations Grant from the CEM where students participated in a design challenge workshop.

In 2020 we introduced a focus on Cyber Safety due to the increased use of technology through the period of remote learning and the need to ensure we were addressing student and family needs. This saw the introduction of 'The Cyber Safety Project as a Specialist area in Term 4'. St Patrick's received a Cyber Safety Grant - 'Project Rocket' all students in Year 5 participated in this fully funded workshop.

We rolled out 86 new devices to the senior school which provided 1:1 devices for students in years 5 & 6. By the end of 2020 we had a total of 440 devices purchasing additional new devices

throughout the year to support home learning. The P&F supported students in providing 50% of the purchase price of 15 new laptops to be used by Prep families during remote learning. For the period of remote learning 148 devices were loaned out to St Patrick's families, ensuring all students had access to learning materials. During the period of remote learning we also provided internet connectivity to 15 families.

An incredible achievement in 2020 saw posts on Seesaw for the period of remote learning average 10,000 interactions between Teachers, Students and Parents on a weekly basis.

We continued the roll out of SIMON functionality and commencing in 2020 we began using the SIMON Medical Dashboard including; family medical and sick bay data. Parent Teacher Interviews were also successfully rolled out for the first time through PAM.

In 2020 the school took part in the 4 yearly review process with CEM, and new SAP and AAP documents were created.

STUDENT LEARNING OUTCOMES

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

The school used a variety of other 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.

An initial look at the 2020 PAT data in comparison the previous years shows a decrease in most year levels in both Reading and Maths. With the loss of approximately 16-20 weeks of face to face learning time, replaced with reduced hours of remote learning, we would expect to see a drop in data.

However, there are also some more factors to consider when looking at our 2020 data;

- We changed our approach to testing this year - in previous years we had simply given each child the test above that which they had completed the previous year. Based on advice from ACER and CEM, we 're-set' our students to their recommended test number (e.g. Year 4 student completes Test 4), and asked teachers to suggest any alterations to this (e.g teachers identified students 1 or 2 years above / below in their other assessments, and those students were allocated 1 or 2 tests above or below). This meant students were not tested more than 2 tests above or below the recommended level. We expected this would have some impact on the data - in fact making it far more accurate, however potentially affecting the way we look at growth from 2019 - 2020. It appears this assumption was correct as the growth has some large numbers - both positive and negative that could be misleading this year.
- As a Learning and Teaching Team we decided not to focus on growth from 2019 - 2020, and accept that the data point for 2020 is accurate, and is a 'starting point' for monitoring growth again due to the change in testing. If we ensure the same protocols regarding test allocation are followed in 2021, the growth from 2020 - 2021 should be analysed.

PAT M data at the end of 2020, showed that;

Year 1 expected mean was 88.1, school mean was 102.11
Year 2 expected mean was 104.6, school mean was 106.63
Year 3 expected mean was 116.8, school mean was 115.44
Year 4 expected mean was 125.1, school mean was 118.46
Year 5 expected mean was 130.4, school mean was 122.15
Year 6 expected mean was 133.3, school mean was 127.95

PAT R data at the end of 2020, showed that;

Year 1 expected mean was 93.9, school mean was 82.65
Year 2 expected mean was 104.8, school mean was 100.19
Year 3 expected mean was 114, school mean was 112.46
Year 4 expected mean was 121, school mean was 119.67
Year 5 expected mean was 126.1, school mean was 123.87
Year 6 expected mean was 129.5, school mean was 128.64

South Australian Spelling Test data at the end of 2020, showed the following;

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

Essential Assessment data showed growth in the following areas;

- 28% increase in, at or above expected understanding of Measurement and Geometry in Year 1 in 2020.
- 20% increase in, at or above expected understanding of Statistics and Probability in Year 1 in 2020.
- 32% increase in, at or above expected understanding of Reading and Viewing in Year 2 in 2020.
- 24% increase in, at or above expected understanding of Number and Algebra in Year 2 in 2020.
- 46% increase in, at or above expected understanding of Statistics and Probability in Year 3 in 2020.
- 37% increase in, at or above expected understanding of Reading and Viewing in Year 3 in 2020.

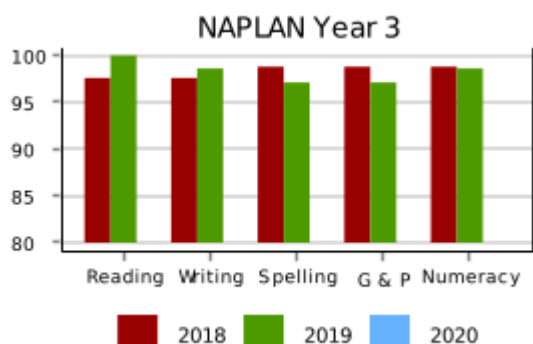
- 22% increase in, at or above expected understanding of Statistics and Probability in Year 4 in 2020.
- 12% increase in, at or above expected understanding of Numeracy in Year 5 in 2021.
- 19% increase in, at or above expected understanding of Statistics and Probability in Year 5 in 2020.
- 13% increase in, at or above expected understanding of Reading and Viewing in Year 6 in 2020.
- 9% increase in, at or above expected understanding of Statistics and Probability in Year 6 in 2020.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	98.8	97.1	-1.7		
YR 03 Numeracy	98.8	98.6	-0.2		
YR 03 Reading	97.6	100.0	2.4		
YR 03 Spelling	98.8	97.1	-1.7		
YR 03 Writing	97.6	98.6	1.0		
YR 05 Grammar & Punctuation	90.4	93.8	3.4		
YR 05 Numeracy	98.8	96.2	-2.6		
YR 05 Reading	98.8	96.3	-2.5		
YR 05 Spelling	92.8	96.3	3.5		
YR 05 Writing	86.7	96.3	9.6		

* 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

Staff have continued to explore the SIMON system, inputting information relevant to supporting student wellbeing, strategies for behaviour management and recording all incidents of behaviour.

Teachers created logical consequence sheets for general classroom behaviours to encourage consistent practices among each year level. These consequences are in line with the schools Restorative Practices and Berry Street Education Model approaches. Morning Circle and Focus Plans were revisited with emphasis on consistent implementation.

The Wellbeing team has adjusted and implemented a clear referral process for teachers to request support from a psychologist either onsite or external to the school. The school psychologist is used exclusively for short term support and external referrals to appropriate services.

All classes created and displayed a class Charter which has 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.

Whole school focus and individual support given to each classroom teacher to further improve planning and implementation of Learning Support Officer (LSO) support within the classrooms.

18 of the 21 LSO staff trained in either MiniLit or MacqLit Reading Intervention and these programs were delivered to a increased number of students to address and support students in their reading development and self-esteem.

VALUE ADDED

Since implementing the SIMON behaviour tracking tool, the staff have further developed a common understanding of tier 1,2 & 3 behavioural incidents and how to effectively deal with them, either with or without leadership support. 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

Due to COVID-19, the CEMIS survey was not conducted. St Patrick's engaged National Schools Surveys to assist with data for 2020. Of our 370 families, 78 completed the survey.

What students liked about St Patrick's was the amazing teachers, how the school embraces feedback positively and the effective learning environment. St Patrick's students identified some areas for improvement such as behavioural issues among students, prevalence of bullying and requesting more interesting subjects.

Whilst COVID-19 provide unexpected challenges to the school year, the students understood that the work needed to continue and that some adjustments needed to be made to bring remote learning to life.

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	90.2%
Y03	92.1%
Y04	90.4%
Y05	91.7%
Y06	91.2%
Overall average attendance	91.1%

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 2020 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 2020 school enrolments were 547 at the time of the August census.

With the support of the School Advisory Council in 2020 the school was able to complete the School Review process, transition into the new ICON software system and complete all the compliance tasks required as the school transferred to a new governance system known as MACS. The school transitioned from having medical records on the Care Monkey platform to having medical records onto the SIMON platform.

The new Summer school uniform was made available to students and the transition to the new uniform should be completed by Term Four 2021. A new Winter jacket has been introduced and after many years of valuable service, the school's second-hand uniform shop ceased operations in December 2020.

The success of the school's application in August 2020 to become a member of Marist School's Australia (MSA) was a significant highlight of the year that will have long-lasting implications.

In managing the long periods of Remote Learning in 2020 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.

In 2020 the school adjusted the ICT hardware plan and invested \$50 000 in additional laptops that could be loaned out to families for the purpose of Remote Learning.

Capital works for 2020 included: Additional fencing outside the Prep and Year 1 veranda's, painting new games on the concrete paths around the school, commencement of the oval upgrade project, creation of a new Wellbeing/Learning Diversity office, creation of a new office for the school's French teacher, improved shelving in the library and shed, construction of a new sandpit, the conversion of the Performing Arts room into a Science Room, drainage installed at the base of the oval near the adventure play equipment and improved sound absorbing measures for the piano, drum and guitar rooms.

Towards the end of 2020 the successful managed to replacement of several staff who were retiring, moving interstate, commencing maternity leave or leaving for other positions in schools closer to Melbourne. A new French teacher and a new Science teacher were successfully appointed to commence in January 2021.

Once again particular highlight in 2020 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 2020

- Asthma management
- Anaphylaxis Training
- CPR training
- First aid 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

Principal, Deputy Principal, ITC, Learning Diversity, Wellbeing, Maths, Literacy, Finance Network meetings and briefings held throughout 2020

Number of teachers who participated in PL in 2020	39
Average expenditure per teacher for PL	\$1500

TEACHER SATISFACTION

Due to COVID-19 the CEMISIS survey was not completed. St Patrick's engaged National Schools Surveys to conduct our own survey of students, staff and families.

What staff liked about St Patrick's was the strong sense of team, the great programs for special needs and great resources in technology. St Patrick's staff identified some areas for improvement such as addressing low staff morale, issues with behaviour management and support to help with pressure in workload.

St Patrick's staff rated the school well above the benchmark for resources in the school being of high quality and computers and other resources being readily available, as well as the workload being satisfactory. St Patrick's staff rated the school below the benchmark for concern about their job, staff PD about staff wellbeing and student behaviour.

Whilst COVID-19 provide unexpected challenges to the school year, the staff understood that the work needed to continue and that some adjustments needed to be made to bring remote learning to life. The staff adapted well and created a great online learning community for our students.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.8%
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ALL STAFF RETENTION RATE

Staff Retention Rate	84.3%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	14.3%
Graduate	17.9%
Graduate Certificate	3.6%
Bachelor Degree	60.7%
Advanced Diploma	10.7%
No Qualifications Listed	17.9%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	50.0
Teaching Staff (FTE)	43.6
Non-Teaching Staff (Headcount)	35.0
Non-Teaching Staff (FTE)	34.9
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 2020, COVID-19 hampered the usual family support at St Patrick's Primary School. In Term 1 the school families continued to support the school in a range of activities and strengthen our sense of community.

This 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 continued to offer Breakfast Club to all students on a Friday before school throughout Term 1, where students can gather and socialise over breakfast in the Community Lounge. The school also continued to offer our free weekly Playgroup service on a Monday morning during Term 1. Playgroup was open to the wider school community and all families are encouraged to attend with their pre-school children. These could not continue for the rest of the year due to the COVID-19 restrictions.

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

Due to COVID-19, the CEMISIS survey was not conducted. St Patrick's engaged National Schools Surveys to assist with data for 2020. Of our 370 families, 78 completed the survey.

What parents liked about St Patrick's was the strong sense of community, the sense of pride and belonging and the dedicated teachers. St Patrick's parents identified some areas for improvement such as behaviour management, accessibility of leadership and academic opportunities for students.

Parents rated St Patrick's above the benchmark for areas such as accessibility of teachers, clean and tidy school and being well-informed about school matters, but rated the school below the benchmark for areas such as class sizes, bullying and behaviour management rules.

Whilst COVID-19 provide unexpected challenges to the school year, the families understood the work that was undertaken to bring remote learning to life. Some of the families commented:

"I loved the slide show, made it so easy to get things done."

"You guys have done an amazing job setting all this up. I especially feel so supported by you all. Even with my questions (that answers have already been provided) on top of everything else you had going on, you still managed to be patient with me. So, the Thanks goes to you.... "

"I thought the slides were perfect as it was really easy for the kids to just work through the slides in sequential order. Gosh what a mammoth task for you guys! But greatly appreciated xx"

Future Directions

In 2021 the school will implement the new School Improvement Plan that will be finalised by March 2021. The four-year Improvement 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 including peer Learning Walks will continue to be high priority for 2021 and beyond.

In Semester Two the school will commence the introduction of the Respectful Relationships program, partnering with Assumption College who will act as the lead school. Behaviour Management and Student Wellbeing continue to be an area identified as a high priority.

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 complete three 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 2021 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 be introduced to senior students and staff in Semester two.

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.

Science will be introduced as one of the four specialists subjects areas with every students having a one hour Science lesson each week.

In 2021 the school will implement the new Inquiry approach. Led by the schools ICT & STEAM/ Learning & Teaching Leader, students will be working with a large number of veterans on a large project documenting the stories of veterans from WWII to Afghanistan. Class teachers will continue to receive coaching and mentoring from the school Maths Consultant Rob Vingerhoets on best practice in the teaching & learning of Maths.

In 2021 the school will implement a Tutoring Program for students identified on Years 3 to 6 using the funds made available by the State government. The tutoring program will support students who have been identifies as needing additional support due to the impact Remote Learning had on academic growth.

In 2021 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.

The oval upgrade will be completed by the end of the year along with improved fencing near the oval and along the area between the oval and the adventure playground.

Commencing in Term 2 the new Winter Uniform will be introduced with the transition to be completed by the start of term 2, 2022.