



Melbourne Archdiocese
Catholic Schools

2023

Annual Report to the School Community



St Patrick's Primary School

1 Conway Street, KILMORE 3764

Principal: Michael Bourne

Web: www.spkilmore.catholic.edu.au

Registration: 184, E Number: E1025

Principal's Attestation

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

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 06 May 2024

About this report

St Patrick's Primary School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the [My School website](#).

Governing Authority Report

When Melbourne Archdiocese Catholic Schools (MACS) launched our inaugural strategic plan MACS 2030: Forming Lives to Enrich the World just over a year ago, I spoke about the need for our whole organisation to reflect on the biggest challenges that confront us, and to work at speed to find practical, ambitious, student-centred solutions.

As a relatively new governing authority, 2023 set us on the path to achieving our first goals, as we focussed our efforts on building strong foundations for success. The four pillars of MACS2030 – Inspired by Faith; Flourishing Learners; Enabled Leaders; and Enriched Communities - serve to guide our work on how we achieve our strategic intent.

When we surveyed our teachers in late 2022, over 80 per cent told us that they want access to quality teaching and assessment resources. So in January 2023, we secured a system-wide licence for MACS primary and secondary schools to access the Progressive Achievement Test (PAT) assessment suite. The inclusion of the Social and Emotional Wellbeing Survey allows schools to monitor the wellbeing of their students and target resourcing to specific areas of need. Together, these tools provide a coherent and systematic approach to student assessment.

In partnership with Ochre Education, we began work on F-6 Mathematics curriculum resources, being developed in a phased approach over three years, and delivered the first tranche for F-2. A key consideration in developing the materials is ensuring teachers retain autonomy to tailor curriculum implementation to meet the individual and local needs of students.

This is an exciting development for our MACS community, clearly demonstrating the commitment we all share to delivering the best possible education opportunities for our 120,000 students and supporting our 10,000 classroom teachers to be the very best that they can be.

Archbishop Peter commissioned a comprehensive review of Religious Education curriculum, the first in over a decade. It offers us some challenges, but fundamentally is a hope-filled report that invites a path of ongoing work to develop a new RE curriculum for all Catholic schools. We continued Working Together in Mission with Parish Priests throughout the Archdiocese, including through regular roundtable discussions.

Across greater Melbourne, one in five students attend a Catholic school and 2023 saw steady growth in enrolments across our system, demonstrating the value families place on a Catholic education and the high quality, holistic education MACS schools provide.

As a system of schools, we can be better together, reducing the administrative load on our schools and freeing our teachers and principals to focus on what they do best.

I would like to pay tribute to our MACS school and office colleagues who have worked so hard to achieve our goals. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Dr Edward Simons

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

St Patrick's is a Catholic learning community. We commit to being a school where all members have an opportunity to flourish in an inclusive relational environment. We believe in developing active and curious learners. We aspire to be compassionate and responsive to the needs of all.

School Overview

St Patrick's Primary School, Kilmore, is a co-educational Catholic Primary School in the town of Kilmore which is 65 kilometres north of Melbourne. In 2023 the school had an enrolment of 558 students at the August census date.

The school was first registered in December 1906. The parish of St Patrick's Kilmore has a rich history being 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 2023 St Patrick's Primary comprised twenty-one classes with three classes in every year level Prep to Year 6. The school has a dedicated Library, a Visual Arts Centre, a Science room, a Sports Stadium, Canteen, Engine Room, Sensory Room, Maker Space Room and spaces for a Speech Therapist and School Psychologist. The school also houses specialist Music teachers in drum, piano, guitar, dance and voice. The St Patrick's Netball Club was established 30 years ago and makes use of the three school netball courts every Saturday morning. In 2023 one hundred students from the school were enrolled in the netball club.

The school offers specialist lessons in Science, Physical Education, Visual Arts and LOTE (French). The school also provides access on site to a Speech Pathologist, Occupational Therapist and Counsellors and has a well-established partnership with the "I Can" network. Students enrolled in the school live in a wide range of locations including Kilmore, Kilmore East, Wallan, Hidden Valley, Wandong, Heathcote Junction, Pyalong & Broadford. All of these areas are within a twenty-five minute commute from the school. Many of our students travel to school by bus using the bus service provided by Assumption College.

The parish of Kilmore is a rapidly developing area with industries including pastoral, horse racing, education, tourism and trade related businesses. The parish has a second primary school in Wallan East, Our Lady of the Way Primary, and the school started at the St Patrick's school site in Kilmore whilst their school was under construction.

Our parents are encouraged to become engaged with their child's learning and to play an active part in the life of the school and the parish. Parents are active in a variety of ways including: the School Advisory Board, the Parents and Friends Association, membership on school committees, participation in working bees, sporting days, excursions, and as classroom helpers.

Principal's Report

In 2023 the school community was very supportive of recommencing community gatherings and classes were able to once again participate in camps, excursions and incursions.

There were large numbers of families who participated in school BBQ's, the school ANZAC Day ceremony, the mid year dinner dance and the end of year music soiree. The weekly Breakfast Club continued to be well supported with approximately 90 students attending each week.

The students had access to a large variety of extra curricular activities including French Club, Chess Club, Board Games Club, Coding Club, Environment Club, Metal Detecting Club, Art &

Science Clubs & indoor basketball and soccer sessions held once a week. The twice a week Run Club held before school each week continued to be well attended.

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

2023 was another year for significant growth in the student Music program with over 150 students enrolled learning either drum, piano, guitar or vocal.

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

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

Catholic Identity and Mission

Goals & Intended Outcomes

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

Achievements

'Created & Called - a revolution of love and tenderness' was the theme of Marist Schools Australia in 2023, using inspiration from scripture and St Catherine of Siena members of the community were invited to take courage in being their best selves, knowing that they are uniquely loved and called by God. Students created artworks and students and staff articulated a response to: 'For 2023 I am called to...' Whole school and class liturgies and music ministry were strengthened around this theme throughout the year.

A key achievement for 2023 in Religious Education Curriculum was the development of assessment rubrics for each year level, with teachers engaged in identifying the characteristics associated with each achievement standard aligned with progression points. An outcome of this was the design of assessment activities which enabled students to show evidence of learning in each of the strands. Integrating Religious Education with Inquiry enabled rich engagement of both teachers and students with Catholic Social Teachings, scripture and the expression of faith in the Catholic tradition.

The relationship with Assumption College Kilmore continues to strengthen in terms of shared Marist charism with our Year 6's involved in Assumption Feast Day celebrations, student leadership team meetings and the first full year of Primary Gamechangers.

Youth Ministry group Gamechangers had twenty Year 5 students engage in lunchtime formation and fundraising activities throughout the year with the guidance of two teachers, known as Mentors. As part of the fundraising element of Gamechangers Project, St Patrick's has entered into commitment to support an Early Learning Centre in Uai-Aca, Timor Leste, through Australian Marist Solidarity. In May 2023, Assumption and St Patrick's hosted the inaugural Primary Gamechangers retreat day to which Marist College Bendigo and Marymede Catholic College were invited. Student leaders from Assumption Year 10 & 11 Gamechangers, alongside staff from each school and Marist Youth Ministry team members, facilitated activities and discussion on Catholic Social Justice and action. The sixty Year 5 & 6

students prepared letters and small gifts to be taken to the Timor Leste ELC by Assumption students in September. This was key formation and education for both students and staff connected to the 'Created & Called' theme.

In alignment with the St Patrick's Parish strategic plan goal of strengthening the relationship between school and Parish, at least one Parish weekend Mass per term was prepared by St Patrick's. Students contributed to the Liturgy of the Word and the school vocal ensemble led the music for the Mass. On average, 15 students and their families attended each designated Parish Mass, increasing the numbers in the Church for that day and time.

In terms of Accreditation to Teach RE in a Catholic School, St Patrick's had 5 teachers gain this accreditation. Two Leadership team members attended a 10 day immersion experience to Timor Leste facilitated by the Principal of Assumption College. This has facilitated greater awareness and understanding of the poverty and limited access to education of Australia's nearest neighbour.

Social and Emotional Learning topics were aligned with RE & Inquiry units that included decision-making, personal growth and empathy for others. Staff meetings that included STEM & RE were facilitated by Teaching and Learning Leaders. Teachers have developed confidence in taking classes to Parish Masses.

Value Added

- Introduction of St Patrick's Community Mass, one per term, at a Parish weekend Mass.
- Two staff Gamechanger Mentors successfully implemented this Primary youth ministry program for 25 students.
- Faith & Mission student leaders worked with the local St Vincent de Paul Conference to gather and co-ordinate donations during Winter and Christmas.
- Dedicated fortnightly RE Facilitated planning assisted teachers in developing knowledge of curriculum and linking Religious Education to other curriculum areas.
- Collaboration with Assumption College's Mission Team in liturgy design and shared celebration.
- Sacrament Family Faith Formation sessions were held on-line and well received with children and parents joining in on them at home.
- Formation conversations with teachers during facilitated planning time.
- Gamechanger Projects fundraising for Timor Leste Early Learning Centre.
- Introduction of Staff Immersion experience to Timor Leste.
- Music ministry and contribution to School and Parish Masses and Liturgies.

Learning and Teaching

Goals & Intended Outcomes

To improve learning growth of students across all curriculum areas.

That all students show improved learning outcomes across the curriculum.

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

That all students show improved learning outcomes across the curriculum.

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

Achievements

Our continuing vision for the 2024 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 2023 school year, there are many achievements and milestones to celebrate.

The intervention programs - MiniLit and MacqLit reading intervention programs for students in Year 1 to 6 supported 90 students with reading and spelling development. 2 more LSO staff received training for the program implementation. The decodable resource bank was increased to support the intervention and students were coached to set and reflect on their own reading goals.

St Patrick's is thrilled to share the highlights of our Literacy initiatives in 2023, showcasing our commitment to providing top-tier education for our students. We welcome Julie Scali as our Literacy Coach, bringing valuable expertise to support teachers in implementing evidence-based literacy practices. She was selected to support St Patrick's on our journey and is the author of 'High Impact Reading Instruction and Intervention in the Primary Years,' and consultant at Literacy impact Educational Services. An implementation plan and Action Plan was developed and the following incentives were implemented.

St Patrick's Reading Instructional Model: Implemented a research-based model in Years 3-6, prioritising essential reading skills based on Scarborough's Reading Rope and current research based on the Science of Reading. The design of this concept was developed through professional learning via an online platform with literacy consultant Jule Scali and

was then introduced to the teachers through Facilitated Planning, Professional Learning Teams and Staff Meetings.

Library Restructure: We redesigned our school library to make it more in line with the most recent findings in the science of reading, resulting in a lively area that promotes independent reading, investigation, and research. Lexile levelling was removed and books were relocated into topics of interest based selections.

DIBELS Assessments Implementation: Introduced DIBELS assessments school-wide to systematically measure Reading skills, providing insights for targeted interventions and instructional planning.

Spelling Program Review: We conducted a comprehensive review of our spelling program, identifying areas for improvement to enhance overall Literacy proficiency.

Essential Assessment Protocols: We established school-wide protocols for Essential Assessment, ensuring systematic data collection to inform instructional strategies and interventions.

Seven Steps Writing: This approach continues to be the approach across Years One-Six. Years One and Two introduce the approach slowly, using other strategies alongside. All classes focus on grammar and syntax and handwriting is a focus from Years Prep to Year Four, Each year level completes a semesterly writing analysis in both persuasive and narrative genres which are marked and moderated.

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

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

In order to focus on planning quality, engaging and well directed learning, Mathematics and Literacy planning was based on the Victorian Curriculum, and was coordinated by the Maths and Literacy Leaders every week through Facilitated Planning for all year levels, for 90 minutes. Literacy planning would take place one week, and then on the alternate weeks, Maths planning took place.

The research based instructional model - Launch, Explore, Summarise, was implemented throughout the school, after a successful trial in 2022. All staff received professional learning around the model throughout the year, led by the School Mathematics Leader. The School Mathematics Policy was updated to reflect this whole school approach.

The Maths Leader completed her sponsored study for 'Masters of Education - Maths Leadership', and one classroom teacher also began the same course in Semester 2.

At the end of 2022, the school was awarded a \$20,000 grant from MACs to assist with the development of Maths learning and teaching within the school. This grant was used to introduce a Maths Leadership Team in 2023, comprising 2 aspiring leaders who were each released from their classroom duties 1 day per fortnight to work alongside the Maths Leader to develop leadership skills and support teachers in planning and through classroom modelling and team teaching.

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

We continued to use whole-school assessment resources such as PAT Testing and Essential Assessments, to monitor and improve student outcomes. The school used a number of resources including the SPA program which tracks student growth in Literacy and Numeracy. 'Essential Assessments' continued to be used across the school to assess students in Maths and Literacy 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 2023, we continued to monitor the data of every child from Prep to Year Six in both Literacy and Mathematics to determine how teaching and learning could be differentiated within each classroom and for each individual. A 'Maths Data Tracking Sheet' was used, which included every student in the school. It gave teachers the opportunity to track student progress and growth on the 'Essential Assessments General All Number' test over the last 6 years, as well as record implemented actions they were putting in place for students deemed at risk in terms of their growth. The tracking sheet was revisited at least once a term, with updated actions added by classroom teachers, 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.

The Getting Reading in Numeracy (GRIN) intervention program was implemented in Year 2 - 4. This program was conducted 4 mornings per week, before school (8:30 - 8:55) by Learning Support Officers (10 LSOs) who were trained to become GRIN tutors. 54 students (6 students per classroom) took part in the GRIN intervention program throughout the year, with increased confidence for students taking part a highlight of the program, as reported by teachers.

Participation in Maths Games and Maths Olympiad was offered to those students who needed further extension in Maths in Years 4 - 6, with 26 students in Year 5/6 taking part in Maths Olympiad and 14 students in Year 4 taking part in Maths Games.

The Teaching and Learning Team maintained the use of the Classroom Practice Continuum (CPC) to support teachers in setting goals and improving their practice. This included conducting observations and providing feedback for thirteen teaching staff. CPC documentation and teacher reflection have now become integral components of the Annual Review Meetings at St. Patrick's Primary School.

Supported by the Teaching and Learning Team, teachers strategically planned units of work aligned with the Victorian Curriculum, focusing on key concepts; Wellbeing, Sustainability, Culture, and Creativity. Teachers were supported through staff meetings and facilitated planning schedules to ensure a comprehensive approach to curriculum development. Emphasis was placed on integrating Universal Design for Learning (UDL) principles into the planning process, empowering students with choices in research topics and presentation methods. Teachers continued to observe positive student engagement in inquiry-based learning activities.

The Teaching and Learning Team conducted an audit of curriculum content covered through inquiry throughout 2021 and 2022. This involved two staff meetings dedicated to reviewing what was taught and examining all curriculum and planning documents. The goal was to ensure students were receiving a balanced curriculum and that all areas of the curriculum were being addressed in a two-year cycle. Following this thorough review process, the Learning and Teaching Team refined the curriculum map for the upcoming two years based on teacher recommendations.

STEM integration remained a priority, featuring in two inquiry cycles centred on Sustainability and Creativity. To support teachers in implementing STEM effectively, dedicated staff meetings were held to provide guidance and hands-on experiences. A highlight of the year was our successful whole school 'Maker Day' on June 15th, during which students from Prep to Year 6 engaged in designing and constructing treehouses. The Tree House Challenge emphasised the incorporation of mathematics into STEM, encouraging teachers to plan activities accordingly.

Our Makerspace continued to be in high demand throughout the year for various inquiry projects and served as a valuable resource for maths lessons. Additionally, Year 6 students participated in an Aviation STEM project, where mathematics and engineering were central disciplines.

Teachers were introduced to Sphero robots during a staff meeting, ensuring they experienced them firsthand as students before incorporating them into the classroom. The response was overwhelmingly positive, leading to the introduction of Sphero robots into Year 5 and 6 classrooms. Drone Club, Code Club and Games Club continued to be an extremely popular extracurricular lunchtime activity along with the newly introduced Metal Detecting Club.

St Patrick's purchased 106 Dell Chromebooks which were placed in Year 3 & Year 5. We have all students from Year 4 - 6 with 1:1 Chromebooks and Year 3 students with 1:1 netbooks. We also purchased 30 Dell laptops for staff, 5 New interactive projectors and a class set of Sphero robots.

St Patrick's continues to share students' learning with families using the Seesaw platform with 605 connected parents and an average of 350 posts per week.

Throughout the year, Year 5 and 6 students continued to utilise 'Digi Social' as a portal to enhance their understanding of cyber safety, while teachers in P-4 consistently planned and delivered age-appropriate cyber safety lessons. Renowned Cyber Safety expert Susan McLean provided essential cyber safety sessions to our parents, teachers, and senior students, further supporting and strengthening our school community's knowledge and awareness of online safety practices.

The Learning Diversity leaders entered a sponsored study for 'Masters of Education - Learning Intervention'.

Leaders in Learning Diversity and Teaching and Learning undertook training and became accredited 'User B' educational assessors. These qualifications enable student progress to be assessed deeply, beyond classroom testing and support in identifying interventions including specialised support, most appropriate for student growth.

Leaders in Learning Diversity and Teaching and Learning supported school staff to move through the Intervention Framework, completing all modules. All 2023 staff are now up to date with current practices for inclusive schooling.

Student Learning Outcomes

In 2023 NAPLAN testing was conducted online (and adaptive) for the first time at St. Patrick's (except for Year 3 Writing). As such, NAPLAN results in 2023 could not be compared to the same cohort of students when they were in Year 3 to measure relative growth.

The School Overview Reports shows our NAPLAN results for both Year 3 and 5 in 2023 for each area assessed.

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

PAT M data at the end of 2023, showed that:

Year 1 expected mean was 99.9, school mean was 98.13

Year 2 expected mean was 108.6, school mean was 104.81

Year 3 expected mean was 115.2, school mean was 113.89

Year 4 expected mean was 121.3, school mean was 120.23

Year 5 expected mean was 125.7, school mean was 126.29

Year 6 expected mean was 129.1 school mean was 129.77

Year 1 - 2 expected growth was 8.8, school growth was 9.0

Year 2 - 3 expected growth was 7.1, school growth was 9.5

Year 3 - 4 expected growth was 5.7, school growth was 6.6

Year 4 - 5 expected growth was 4.4, school growth was 9.7

Year 5 - 6 expected growth was 3.4,, school growth was 4.4

DIBELS data at the end of 2023, showed that;

Well below standard

Below standard

Benchmark

Above

Prep

12%

12%

34%

42%

Year 1

10%

12%

38%

40%

Year 2

20%

5%

39%

36%

Year 3

15%

8%
25%
50%
Year 4
15%
17%
33%
35%
Year 5
26%
16%
16%
42%
Year 6
14%
12%
17%
57%

South Australian Spelling Test data at the end of 2023, showed the following;

Year 2 expected mean was 8 years 1 month, school mean was 8 years 6 months

Year 3 expected mean was 9 years 1 months, school mean was 9 years 7 months

Year 4 expected mean was 10 years 1 month, school mean was 10 years 8 months

Year 5 expected mean was 11 years 1 months, school mean was 11 years 2 months

Year 6 expected mean was 12 years 1 months, school mean was 12 years 1 months

NAPLAN - Proportion of students meeting the proficient standards			
Domain	Year level	Mean Scale score	Proficient
Grammar & Punctuation	Year 3	399	55%
	Year 5	490	63%
Numeracy	Year 3	402	62%
	Year 5	470	56%
Reading	Year 3	404	68%
	Year 5	494	84%
Spelling	Year 3	401	64%
	Year 5	478	67%
Writing	Year 3	415	82%
	Year 5	479	67%

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

Based on the 2022 MACSIS data Student Wellbeing and Behaviour Management continued to be identified as an area requiring additional support and focus in 2023. The aim for 2023 was to reinforce the Code of Cooperation (School rules) , improve the staff understanding of Tier One, Two and Three behaviours and maintain a consistent approach to managing behaviour and supporting student wellbeing.

Achievements

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

Professional development for staff continued to take place. Staff received PL with Child Safe Briefings and Training, Restorative Practices, Behaviour Management and Wellbeing and Social Skills.

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

Towards the end of 2023 the school was informed that it had been successful in applying for the National Student Wellbeing Grant from the Australian government. These funds will be used to strengthen the Wellbeing Team 2024 - 2027.

Value Added

In 2023 the school was able to offer support for students, staff and families in a variety of ways. Selected students were supported with the Seasons for Growth Program, the Rhythm to Drums Program, Yoga sessions during school time and after school hours, Social Skills Groups and with the Art as Therapy sessions. A trained Therapy Dog was on site in one of the Year 5 classrooms three days a week and connected to all students at various recess and lunch time. The school facilitated a large number of meetings with families to assist students & families connect with allied health services.

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

The schools Wellbeing Team meets once a week to review individual cases and coordinate the school's ongoing support programs and also attended Mental Health in Primary School (MPiPS) sessions each term.

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

School line up areas were revised and as a result some classes successfully changed their lineup areas.

Throughout 2023 the Wellbeing Leaders worked closely with classroom teachers to develop Behaviour Management and Safety Plans for a variety of students as part of the Wellbeing support plan for these students.

A new outdoor ping pong table was located in the Outdoor Learning Area and in Term Four a new Gaga pit was installed outside the Year 6 classrooms. This combined with the completion of the landscaping around the Outdoor Learning space has created an improved play area for our senior students.

Students are now participating in a large number of extra curricular activities including: French Club, Chess Club, Board Games Club, Video Games Club, Run Club, Year 5 & 6 Basketball in the stadium, Year 5 & 6 Soccer in the Stadium, Science Club, Metal Detecting Club, the social justice - GameChangers Club, Code Club & Environmental Club. A new Kindness Club was introduced in Semester Two to help develop attitudes of kindness and spreading gratitude in the school community.

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

Breakfast Club is offered to all students each Friday morning before school and in 2023 the average attendance at Breakfast Club was 85 students each week.

Student Satisfaction

St Patrick's students in Years 4 and Year 6 participated in the 2023 MACSSIS Survey.

The student MACSIS data indicated a slight improvement from 2022 in Rigorous Expectations, School Engagement & School Belonging. There was a slight 1% decline in the area of Student Safety and a 3% decline in the students' perception of Catholic Identity. There were 3% increases in Learning Disposition & Student Voice, a 6% increase in Enabling Student Safety and a 9% increase in staff-students relationships.

Staff responses showed a decline in each area compared to 2022 with a special focus required on catholic identity, collective efficacy and behaviour management.

Those areas under the state average, and areas to be addressed in 2024i include School Engagement, School Climate, Staff and Student Safety and Catholic identity.

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	84.9%
Y02	86.8%
Y03	87.3%
Y04	86.3%
Y05	83.0%
Y06	84.0%
Overall average attendance	85.4%

Leadership

Goals & Intended Outcomes

- To create and sustain a staff culture characterised by a shared vision and a strong sense of team work.
- That the level of clarity, collaboration, ownership and empowerment be increased within teams.
- That the clarity of whole school direction and roles will improve.
- That continual improvement will be shown in all areas of the School Climate Target.

Achievements

In 2023 the school successfully managed the complex issue of employing staff and finding replacements when staff went on extended leave. Despite a shortage of teachers across the state, the school was able to replace all staff who had extended leave and appoint high calibre new staff to replace staff who had moved to other schools. The school also successfully implemented the new teaching agreement which has required significant adjustments to the school budget.

Working with the school architects, Y2 Architecture, the school completed the process for an updated Master Plan that will allow the school to grow to be a four stream school. Applications were submitted to the state government for a capital grant to allow the school to start construction of the additional classrooms and the school will be informed about the success or otherwise of the capital grant in 2024.

To accommodate the increased demand for enrolment into the school, in October 2023 the school organised for the lease of a new portable classroom that was placed next to the existing Prep classrooms. The fourth Prep classroom will allow the school to increase Prep enrolments commencing in 2024 from 78 students to 84 students. The Prep 2024 enrolment campaign was a great success with all positions filled and ten families on the Prep 2024 wait list.

Enrolments in 2023 remained steady. The school enrolment at the time of the August 2023 census was 558 students and the predicted enrolment for 2024 was 572 students.

Further landscaping works were completed around the new Outdoor learning shed and new soccer goals installed on the oval.

Staff continued to have access to a variety of Professional Learning including: staff presenting at the Maths Association Victoria state conference, three staff attending the SIMON platform conference, two staff who represented the school on a trip to East Timor and training two staff in the Game Changers Program.

The school continued to support several staff in 2023 who were enrolled for post graduate degrees including staff enrolled in Master of Maths, Master in STEM, Masters in Wellbeing & graduate Diploma of Education (R.E.).

Students were able to access extra curricular activities including : Drum Squad, French Club, Chess Club, Board Games Club, Coding Club, Environmental Club, Art & Science Clubs, Indoor Soccer and Basketball clubs for students in Years 5 & 6. The Run Club continued to be held twice a week before the commencement of lessons.

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

2023 saw a significant growth in the student Music program with 160 students enrolled participating in drum, piano, guitar or vocal lessons. In Term Four, more than 400 family members attended the annual Music Department Soiree. Students enrolled in the music program have entertained the school with Pop Up Music performances in the main courtyard & performed at school assemblies and liturgies. A highlight in 2023 was the generous donation of Music equipment by one of our former families to the Music Department. The donation of guitars, drums and an amplifier ensures our Music Department is one of the best resourced in the region.

Towards the end of the 2023 school year the school said farewell to 14 staff members who changed professions, moved to new locations or commenced maternity leave. Our community thanks these staff for the contributions they have made to our learning community and wish them the very best at their new schools or in their new profession.

Some of the staff who moved to other schools included the school's Deputy Principal Julia Wake who was appointed as Principal of Our Lady of the Sacred Heart in Alice Springs. The school also farewelled Benita Munari - class teacher - who received a promotion to teach at St Mary's Lancefield, Lauren Bau who was promoted to the role of Wellbeing Leader in the

Mornington Peninsula & Wellbeing Leaders Kahli Shroder who was appointed as a leader at a school in Niddrie and Claire Broadfoot who received a leadership position at Keilor. All vacant positions were filled for the commencement of the 2024 school year.

Expenditure And Teacher Participation in Professional Learning	
List Professional Learning undertaken in 2023	
Diabetes PL Child Safe Briefings and Training Restorative Practices PL Behaviour Management PL Expert Teaching Maths PLd Dyslexia PL Dyscalculia PL Wellbeing and Social Skills PL Religious Education PL Literacy PL, including SMART Spelling & InitialLit PL Special Needs, Autism and ASD Gifted & talented PL Upgrade of LSO qualifications Principal, Deputy Principal, ITC, Learning Diversity, Wellbeing, Maths, Literacy, Finance Network meetings and briefings held throughout 2021.	
Number of teachers who participated in PL in 2023	44
Average expenditure per teacher for PL	\$909.00

Teacher Satisfaction

The 2023 MACSIS survey data identified the need to continue to work on exiting priorities which include a continued focus on students safety, behaviour management, working in teams and feedback

Teacher Qualifications	
Doctorate	0.0%
Masters	15.4%
Graduate	5.1%
Graduate Certificate	0.0%
Bachelor Degree	46.2%
Advanced Diploma	2.6%
No Qualifications Listed	30.8%

Staff Composition	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	51
Teaching Staff (FTE)	40.1
Non-Teaching Staff (Headcount)	42
Non-Teaching Staff (FTE)	42.5
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

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

Achievements

In 2023, St Patrick's saw an upswing of family support at St Patrick's Primary School post-COVID. The school families have continue to increase in numbers at the school and school activities, which helped to strengthen our sense of community.

The Parents and Friends (P&F) group were very active and were able to complete the annual St Patrick's Day Walkathon, which is one of our key fundraising events for the year, along with the annual Dinner Dance. The other usual events such as Mother's and Father's Day Stalls and the Mother's Day Breakfast were some of our biggest on record.

The school continued to offer Breakfast Club to students on a Friday morning again with the support of St Vincent's de Paul, and the weekly Playgroup met each Monday morning.

The school also continues to work closely with the local Kilmore veterans as our STEM Leader, Shelly Michalke, supports our students to help bring our local veterans' stories to life.

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

Parent Satisfaction

The school participated in the 2023 MACSIS surveys.

The areas to focus on in 2024 continue to be school fit, school safety and communication.

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.spkilmore.catholic.edu.au