

ANNUAL REPORT TO THE SCHOOL COMMUNITY



**ST. PATRICK'S PRIMARY
KILMORE VICTORIA**

2016

REGISTERED SCHOOL NUMBER: 0184



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

Our School Vision

“St Patrick’s is a Catholic learning community. We commit to being a school where all members have an opportunity to flourish in an inclusive relational environment.

We believe in developing active and curious learners. We aspire to be compassionate and responsive to the needs of all.”

School Overview

St. Patrick's Primary School, Kilmore, is a co-educational Catholic Primary School in the town of Kilmore which is 60 kilometres north of Melbourne. In 2016 it had an enrolment of 565 students. While the school was established in 1968, the parish of St. Patrick's Kilmore has a long and proud tradition and was established in 1849. Students at St. Patrick's Primary enjoy excellent facilities in a safe, well maintained learning environment.

The school sits alongside Assumption College, a Marist Year 7 – 12 co-educational school and is one of four schools in the township.

In 2016 St. Patrick's Primary was comprised of twenty one classes with three classes in every year level Prep to Year 6. The school also incorporates a dedicated Library, a Visual Arts Centre, a Performing Arts Centre, a school hall and canteen.

The school offers specialist lessons in Performing Arts, Physical Education, Visual Arts, Library/ICT and LOTE (French). To support the learning needs of children at St. Patrick's, the school implements a program of Literacy Intervention following the LLI program which ensures that selected children who are not reaching the benchmarks are given small group, targeted assistance. We also provide access on site to a Speech Pathologist, Occupational Therapist and Counsellors.

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

The area is a rapidly developing area with industries including pastoral, horse racing, education, tourism and trade related businesses. The school has grown over the last few years and growth patterns seem likely to continue. Planning is now well underway for a new Catholic Primary School to be opened in the neighbouring town of Wallan. The new school will be named Our Lady of the Way Primary in Wallan East and will open in 2018.

St. Patrick's Primary has an excellent Visual and Performing Arts program and our children are given the opportunity to learn a musical instrument via visiting specialist teachers.

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, working bees, sporting days, excursions, and as classroom helpers.

Principal's Report

The school enrolments remained constant in 2016 with an enrolment of 565 students. With the growth of housing in Kilmore and the surrounding towns there is an increased demand for student placements and the school anticipates enrolments will continue to grow to above 585 students in 2017.

To meet this increased demand the parish has made plans to open a second primary school in the neighbouring town of Wallan East. The new school will be named Our Lady of the Way Primary and will open in 2018. In 2016 St. Patrick's Primary agreed to be a host school for Our Lady of the Way while construction of the new school commences in 2017.

As part of the School Master Plan significant improvements were completed in 2016. Artificial grass was installed throughout the central courtyard making this area a much improved play and meeting space. A new Australian flag mural was installed alongside the existing ANZAC Day centre piece. A shade sail was installed in the Junior play area. New Interactive White Boards were installed in the Years 3 – 6 classrooms as well as a new school computer server. The school launched a new website and ensured all families were aware of the school face book page and skool bag app as preferred means of communication.

In 2016 the school participated in the formal school review process. An independent reviewer visited the school and met with students, staff and parents. The reviewer assessed the progress the school had made over the last four years and made recommendations for the new School Improvement Plan for 2017 – 2020.

There was a renewed focus on strengthening the partnership with Assumption College Kilmore which saw staff from both schools attending joint staff Masses, staff meetings & training sessions. Improved communication between the two schools was evident and an improved Year 6 – Year 7 transition program implemented. Assumption College use the school sports stadium two afternoons a week for basketball training and our senior students participated in many College activities throughout the year. Extensive conversations and planning throughout the year took place to continue this work in 2017.

A highlight of the year was the extensive provision of extra-curricular activities available to our students. Chess Club, Lego Club, Games Club, Choir, Hip Hop Dance & Computer Club were all well attended throughout the year. Irish dance was offered with two dozen students participating in the once a week lessons. Approximately one hundred students participated in drum, piano and guitar lessons and a school drum squad was established. The school continued to support the St. Patrick's netball club with approximately one hundred students enrolling to play in the 2016 season. Matches were held each Saturday and training held on the netball courts after school.

The staff participated in a wide range of professional learning in 2016. PL included training in Restorative Practices, KidsMatter training, Family School Partnerships Component Three, Expert Teaching in Maths PL, Dyslexia Training, Working with students on the ASD spectrum, Theraplay training, V.I.T seminars, Child Safe legislation, Anaphylaxis Trainers PL, Catholic

Identity Day with Paul Spence, Maths Intervention PL, and participation in a Languages (French) project run by Catholic Education Melbourne.

Our Visual Arts program was celebrated with a very well attended Art Show and a decision was made to make this an annual event. A Musical Soiree was held in November which was an opportunity for the students who having been learning to play an instrument to showcase their learning.

The school was generously supported by the Parents & Friends Association and the School Board throughout the year. The midyear P and F Dinner dance, Mother's Day Luncheon, combined school fete and art show, Family Movie Night and the Mother's Day and Father's Day breakfasts and stalls were highlights in a busy and successful year filled with many events.

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

The school farewelled several staff at the end of the year including: Stephanie Ivancic (Year 6), Deb Molloy (Year 5), Hannah Candy (Performing Arts), Gabrielle Pannuzzo (Vis Arts & LLI), Julia Perry (Prep), Lesley Bellman (Year 1), Stephanie Tonietto (Year 2), Natalie Fifield (Year 3), Anthony Whitty (Health/ PE Teacher) & Lisa DiFalco (Literacy support). In addition there were several staff, Catherine Lefroy, Rachel Heppell and Anne Remedios who commenced maternity during various times throughout 2016.

School Education Board Report

2016 was a school review year, which is conducted every four years. It is an opportunity for the school to reflect and review the past and plan for the coming four years. The School Advisory Board participated in that process through the reviewing of the Annual Action Plan, Master Site Plan, and School Improvement Plan to support where the school is heading for the next four years. The SAB also supported the school through activities including:

- Kids Matter program continuing to be rolled out to assist in our children's well-being;
- Continuing to develop a strong family/school partnership plan to bring our families and school closer together;
- Intake of an additional prep class for Our Lady of the Way Wallan, whilst it is under construction;
- Review of protocols and policies including behaviour management and uniform;
- Implementation of the government's Child Safe Code of Conduct policy;
- Consultation in relation to the setting of school fees in terms of pupil number projections and impacts on families of any increases; and
- A review of the school's NAPLAN results and what was required to support continued improvement.

We also saw a number of staff leave at the end of 2016, and whilst that can be sad and disappointing to the remaining staff, parents and students alike, it is also an opportunity for new blood with new ideas to enter the school. So I thank those exiting staff for their time at the school and welcome those new staff and hope they have a wonderful experience at St Patricks.

As this year's SAB chair, I would like to take this opportunity to thank all of the 2016 SAB working parties and subcommittees, and in particular the Parents and Friends, for the tireless work that they do for the betterment of the school, both in fundraising and social events, and also in engaging families and promoting the social capital that we have within our school community.

I must also thank all of the staff at St Patrick's for their dedication to our children's education and well-being and the contribution they make to the wonderful feel of our school. As parents we are blessed to have such dedicated educators joining us as we work together in the education of our children.

Tracy Connors

St Patrick's Primary School Advisory Board Chair

Education in Faith

Goals & Intended Outcomes

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

Intended outcomes in Religious Education:

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

Achievements

Education in Faith continued to be the central part of the school community. St. Patrick's School made a commitment to foster a commitment of upholding the tradition and knowledge of the Church and an appreciation of the Catholic culture through the lens of our school's motto "Walking in the footsteps of the Lord." The partnership between the parish and school supports the students' developments and knowledge of Catholic Tradition.

With the year of mercy, the school adopted "Mercy is the name of our God" to promote our forgiving Father and how we can reach out to others. This was also promoted through the weekly newsletter and Parish bulletin, and communication of important information and events were published.

We provided a rich and varied liturgical life for staff, students and families. The staff had opportunity to nurture their faith development and religious professional development. Staff were encouraged to pray together before gathering for staff meetings. Staff also had the opportunity to attend a faith formation day to reflect and deepen their understanding of "Growing the spiritual family". Some staff members commenced undertaking Postgraduate courses in Religious Education at ACU for the purpose of Accreditation to further their studies to teach Religious Education. Facilitated planning sessions with the RE Leader continued to build teacher capacity and empower staff with planning and delivering the RE program.

There was a whole school community approach to prayer, liturgy, sacramental preparation and social justice awareness. Students continued to commence the school day with Christian meditation as a tool for personal reflection at a deeper level or prayer. Throughout the year, significant Church and community occasions were celebrated at special Masses, assemblies, liturgies and class masses. These celebrations continued to take a creative and inclusive approach incorporating singing and playing instruments i.e. drums to offer the community an uplifting experience of prayer and worship. Highlights included the Opening School Mass, St Patrick's Feast Day, Holy Week Passion Liturgy, ANZAC Day, Feast of the Assumption, Remembrance Day and Whole school weekly Lenten prayers in the courtyard. Students were taught formal prayers and each class had a prayer table and religious symbols in the classrooms. Many opportunities were given to the students to participate in a variety of prayer in class.

Collaboration with local surrounding schools to invite Catholic students to be part of the Sacramental Programs were continued. Sacramental Faith Formation forums for those celebrating sacraments were held for families to further explore their understanding of Penance, First Eucharist and Confirmation. These, liturgies and Commitment Masses, were very well attended by families. Our sacramental program was very successful; our students were well

prepared and all celebrations were very reverent with feedback from parents being very positive.

Social Justice initiatives were once again a focus for the school. 10 percent of all fundraising was committed to Caritas Australia, the school's main charitable organisation. Students were encouraged to support the wider community through prayer and financial support. Twice the school collected food and money for St Vincent de Paul for the Winter Appeal and the Christmas gift collection. Our families were very generous and our parents and staff provided food for those who were ill or in need. Several groups of children including our year four students collected goods that went to the Samaritan's Purse International Relief. Student Leaders visited Melbourne CBD to get a better understanding of the people experiencing homelessness in our society. This was a first for a Primary School to have the opportunity to partner with Brother Doug Walsh (Marist Brother, soup van president). To showcase their learning student leaders led an awareness night about the plight our homeless endure. Students collected money to purchase easy pop up tents for the homeless to shelter them from the weather. Students also participated in raising awareness into finding a cure for breast cancer through holding a PINK day.

From the commencement of Term Four, Breakfast Club was introduced. Students had opportunity every Friday to gather and eat breakfast with their St. Patrick's family and friends. Funds were donated by St Vincent de Paul and staff volunteered to prepare, cook and help supervise the children. Breakfast club provided an opportunity for younger and older children to interact in ways that may not often be accessible to them. It also provided for those students who regularly come to school without breakfast.

Religious Education resources were updated and the REL attended all CEM Zone network days. To Know Worship and Love Student texts were donated by parents to the school to create class sets. Assistance with Sacramental preparation and liturgies given by the Religious Education Leader Assistant was valuable and appreciated by all.

VALUE ADDED

Our activities in 2016 included supporting the students in Years 3,4 and 6 with sacramental preparation which included Commitment Masses, Faith Formation Evenings, Retreat Days and celebrations. Students had the opportunity to raise awareness about Social Justice Issues through activities and fundraising throughout the year. Our students listened to guest speakers about Outreach to the Homeless. Students assisted with leading whole school ceremonies and liturgies as well as taking part in a once a term class Mass.

Learning & Teaching

Goals & Intended Outcomes

- To improve student engagement and learning in all areas of the curriculum
- That personalised learning is embedded in our curriculum.
- Student outcomes in all areas of the curriculum, and in particular the areas of Mathematics and English, will show improvement.
- That the curriculum be integrated so that learning areas are linked and interconnected

Achievements

Our driving vision for the 2017 school year is that every child at St Patrick's experiences 12 months growth in 12 months.

Looking back over the 2016 school year there are many achievements and milestones to celebrate. Levelled Literacy Intervention (LLI) program continued with students' progress being monitored. The program provides explicit and focused small group instruction for children in Years 1 to 6 and resulted in improved literacy outcomes. The CAFÉ and Daily 5 Model of learning to read which focuses on developing reading strategies and sustained independent reading continued across the school from P-6. This model allows teachers to conference individually with each child and set personalised goals to build identified literacy skills at their point of need. Another inclusion to the Literacy block was Reading Records 3-6 using the Fountas and Pinnell Benchmarks. This further enhanced data collected by teachers to ensure student needs were met. Our NAPLAN data identified the lifting of 'at risk' students and improvement in reading for both Years 3 and 5.

For the first time at St. Patrick's, teachers completed reading records on students from Prep-Year 6. P-2 have always completed Reading Records every term using the PM Benchmarks. It was realised that middle to senior teachers did not have regular and ongoing reading data for their students. In Term 4 2015, teachers received PL on completing Reading Records using the Fountas and Pinnell Benchmark Kit. In 2016 all students Reading Records were tracked and monitored.

Mathematics planning was based on the previous professional learning from Michael Ymer and was also aligned to the Victorian Curriculum. Learning pathways for operations in Number with the whole staff were introduced. The F-4 Number Intervention continued for students from Years 1-4. This program was supported by ongoing training and site visits by CEM. It involved students in Years 1-4 working in small intervention groups. NAPLAN data slightly increased in 2016, prompting further Professional Development in 2017

To support students who needed extension, The Maths Olympiad and Maths Games initiatives were introduced for students in Years 4, 5 and 6. The initiatives ran weekly and encouraged higher order thinking through problem solving and involvement in international competitions.

Throughout the year we continued to provide professional development in Learning and Teaching and invested in whole school and assessment resources, to monitor and improve student outcomes.

The school invested in a number of resources including the SPA program which tracks student growth in Literacy and Numeracy. PATR and PATM underwent a refocus in administering and interpreting results more accurately with the assistance of the SPA program.

STUDENT LEARNING OUTCOMES

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 2016 we continued to track every child from prep to six in both literacy and mathematics showing areas of strength, weakness and future learning pathways far more accurately.

Student Wellbeing

Goals & Intended Outcomes

Goal:

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

Outcome:

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

Achievements

We continue to strive to provide the best possible learning environment for students at St. Patrick's Kilmore.

We are committed to ensuring that the needs of the students and all who are part of our community are met. A whole school approach to developing self-efficacy and social skills is part of the culture at our school. During 2016 we continued to embed the practices and philosophy behind our discipline policy. In 2016 a major focus for the school was on the children's Social and Emotional Learning. The school attends to the Social and Emotional development of the children by teaching the Bounce Back Program which focuses on developing resilience within the children.

In response to the Royal Commission into Institutional Responses to Child Sexual Abuse the school developed policies that focused on ensuring St. Patrick's is a child safe school. All staff were provided with professional development on Child Safe policies and all VIT trained teachers were required to sign the St. Patrick's Code of Conduct and complete on-line Mandatory Reporting training.

Regular safety and emergency management practices and audits ensure that processes are in place and are effective and well-coordinated. The school takes seriously its responsibility to the children who suffer from anaphylaxis and asthma. Two staff members were successfully trained as Anaphylaxis verifiers. All staff members have met competency training for the use of an epi pen. All staff were given professional development with Asthma Management and Asthma First Aid.

The number of children who receive SWD funding from the Federal Government has increased during the last several years. 2016 was a transition year where the previous Student Wellbeing & Student Services Leader's Role was separated into the two distinct leadership roles of Student Services and Student Wellbeing. The formal separation of these two roles will commence at the start of 2017.

The school's Outdoor Education and camping program provided children with experiences that extend their relationships with their peers and gives them opportunities to learn more about themselves and grow in independence. Camps continue to be well attended. We thank the parents who support these programs. We thank the parents and families for their interest and commitment to this program and for the time they always so freely give.

The areas of welfare and wellbeing are a priority for all. The school has continued to support two school counsellors who support the children in a variety of ways. Our school counsellors have supported the learning of many students through interventions and relationship building. The school also provides a Speech Pathology Service which operated on a fortnightly basis.

The Student Representative Council was very effective throughout 2016. The opinions and suggestions of the SRC were always well received and appropriate action always follows these vibrant discussions.

ABSENTEE PROCEDURES

If a child is absent, the parent of the child is expected to notify the school via the St. Patrick's app or with a written note upon return to school. If a child is absent for more than three days consecutively, the family will be contacted to ascertain the wellbeing of the child. At the end of each Semester, as part of the reporting cycle, the family of children whose non-attendance is high is contacted by either the Principal, Deputy Principal or Student Wellbeing Leader to determine the reasons why regular attendance has not been maintained

VALUE ADDED

St Patrick's provides a varied curriculum which attempts to engage all children. These activities and services include:

- Visual Arts Program
- Counseling Services
- School Camps for Years 4,5 & 6
- Music: Piano, Guitar and Drums Programs provided by trained external music teachers
- Interschool sport for Year 6 children
- Opportunities to represent the school at Swimming, Cross Country and Athletics carnivals.
- Chess Club & Games Club
- Guest speakers on topics of high interest e.g. Police Community Liaison Officer presented information sessions on Cyber Safety.
- Specialised transition programs for children who learning issues
- School canteen program

STUDENT SATISFACTION

All students from Years 6 were invited to complete the Insight SRC. The overall result of the survey was that there was a decline in the children's perception of Student Wellbeing at St. Patrick's Primary School in 2016. The school has reflected on this data and has put in measures to improve clarity around the schools Behaviour Management policies and the students perception of safety.

In Term Three 2016 additional staff meeting and Professional Learning Teams meeting time was set aside to focus on the area of Behaviour Management and in 2017 there will be increased professional learning opportunities made available to staff.

In 2016, a large amount of time was dedicated to providing professional learning for staff with regards to the Restorative Practices philosophy and the use of the classroom strategy known as "Circle Time". In Term 4, the staff reviewed the current Behavior Management Policy with an updated policy being completed for the beginning of the 2017 academic school year.

The contribution of the SRC and importance of student voice cannot be underestimated. Under the guidance of Mrs Tracey Brincat (Deputy Principal) the SRC contributed positively to the life of the school with each member of the SRC developing their personal leadership skills.

Child Safe Standards

Goals and Intended Outcomes

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

Achievements

In 2016, one of the major achievements was to ensure that the school became Child Safe compliant.

Mr Michael Bourne (Principal) attended a Professional Development Days facilitated by Catholic Education (Melbourne) and by VRQA. A committee was formed that oversaw the development of policies that ensured compliance with regards to Child Safe standards.

Mr Devlin (Student Wellbeing Leader) was appointed as Child Safe Officer of St. Patrick's Primary School. All staff were provided with Professional Development with regards to Child Safe Policies. The St. Patrick's Code of Conduct was introduced to the staff and all staff were invited to read and then sign their agreement, as acknowledgment of their compliance to this policy.

Policies that have been developed or reviewed to ensure compliance with Child Safe Regulations include:

- St Patrick's Child Safety Policy
- St Patrick's Child Protection - Reporting Obligations Policy
- St Patrick's Positive Relationships/No Bullying Policy:
- St Patrick's Sun Smart Policy
- St Patrick's Police & DHHS Interview Protocols
- St Patrick's Child Safety - Code of Conduct:
- St Patrick's Complaint Policy

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 2016 the school continued with the induction and appointment of many new staff. School enrolments remained strong and substantial progress was made in improving the schools I.T.C network. Towards the end of the year the school leadership team roles was restructured so that there was a dedicated leader for Student Services, a dedicated leader for Student Wellbeing, the creation of a leadership position to oversee coaching and strategic planning and the appointment of an Executive Assistant to assist the Principal and Deputy Principal. After much consultation with Catholic Education Melbourne it was decided to cease the Reading Recovery Program and instead increase the amount of LLI Literacy support offered to students. Additional Learning Support Officers were appointed to support the Students with Disabilities.

2016 was the first year our students were taught French from Prep to Year 6. The move away from teaching Japanese to teaching French has been a huge success and has received positive feedback from staff, students and families. The change brings the school into alignment with the language taught at Assumption College.

Towards the end of the year a new leaders were appointed in the areas of Maths, Student Services, Strategic Planning and Coaching, R.E. Assistant and Family School Partnerships. The number of counselors on site was doubled and a new Speech Therapist appointed. Considerable work was completed to allow an improved School Camp policy with the camps aligned to the units being taught for each year level. The new Year 6 camp of three days and two nights in the city received very positive feedback and was a much improved use of school time and resources.

Planning was completed to allow the school to update the school vision statement by early 2017 and role descriptions were updated for most positions throughout the school.

The staff continued to receive support in learning how to read data in both planning and teaching and towards the end of the year the staff received training in how to use the recently purchased SPA data system. After a period of research and conversation, the school went ahead with the purchase of the Care Monkey data collection system that will be used for student medical records, for school camps and excursions.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2016

Asthma management

Anaphylaxis Training

CPR training

Child Safe Briefings and Training

KidsMatter Component Three Training

Restorative Practices PL

Behaviour Management PL

Reading data workshops

Maths Intervention PL

Expert Teaching Maths PL

Dyslexia PL

Wellbeing and Social Skills PL

Theraplay training

Religious Education PL

Literacy PL, including spelling and writing

Special Needs, Autism and ASD

Legal Issues for teachers PL

Family School Partnerships PL with George Otero

Principal, Deputy Principal ITC, Special Needs, Wellbeing, Maths, Literacy, Finance Network meetings and briefings

NUMBER OF TEACHERS WHO PARTICIPATED IN PL	50
AVERAGE EXPENDITURE PER TEACHER FOR PL	\$ 1400

TEACHER SATISFACTION

The Insight SRC surveys indicated staff needed additional support with the introduction of Restorative Practices as a philosophy that underpins the schools Behavior Management policy. The data indicated the school will need to concentrate on staff morale, supportive leadership, and empowerment and student motivation in 2017.

There was growth in 2016 in how staff rated their Professional Growth, Curriculum Processes and Parent Partnerships.

School Community

Goals & Intended Outcomes

To further promote and strengthen the involvement of all families and community groups in the life of the school - Those variables on the Student Opinion Survey show a positive improvement.

That communication and feedback processes across all levels of the school community are improved.

Achievements

In 2016 parents and families have supported the school and strengthened the sense of community. 60 family volunteers were placed on a roster to assist in the classrooms, library and art room areas. Each term a working bee was organized. The school organized several parent information forums which were well attended.

The Parents & Friends Association organized a large number of events that built social capital and had a positive impact on our learning community. These events included the Mother's Day luncheon, Mother's Day stall, Mid Year Dinner Dance, Father's Day Breakfast, Father's Day Stall, and School Fete and Art Show. The school hosted a well-attended Musical Soiree held at the end of the year which celebrated the achievements of the students who had studied piano, drum and guitar throughout the year.

Whole school ceremonies and liturgies were well attended. Of particular note was the strong community support for the school ANZAC ceremony and the success of the Year 6 Graduation liturgy and farewell ceremony.

In Term four a breakfast Club was established and over 100 students were provided with a healthy breakfast every Friday morning.

A Playgroup was established and met on the school site for two hours. The staffroom was re named "The Community Lounge" to ensure all volunteers and parents felt welcomed in this space. The school regularly promotes community events and services via the school newsletter.

The Parents & Friends Association met twice every term and wrote articles included in the school newsletter.

PARENT SATISFACTION

In 2016 one hundred and seventy nine parents participated in the Insight SRC survey, which is a response rate of 50%. This is a very high participation rate.

The survey included 19 focus areas and the 2016 results were almost the same (no increase, no decrease) as the 2015 results in 12 of the 19 areas. There was a slight drop in parent's perceptions in the area of reporting, homework and behavior management.

Based on these results the school has increased the amount of staff meeting time and Professional Learning opportunities in the area of Behaviour Management, has explored new wellbeing strategies such as a "Soft Start" routine for Year 2 and will be using a new report writing format for parents in semester one and semester two 2017. The school will invest in the ACER student wellbeing survey tool and will look to expand and promote the extra-curricular activities that are available to students.

Future Directions

In 2017 the school will launch 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 a emphasis on ongoing coaching and mentoring of staff. Peer observation and feedback will be high priority for the next four years.

The primary school will continue to increase the co-operation and partnership with Assumption College which will include increased communication amongst staff and an increased use of the Assumption College facilities.

The school will complete a review of the current School Vision statement and implement the recommendations for the 2016 School Review which included ongoing work with staff on Behaviour Management PL, implementation of the SMART Spelling program and an alignment of practice with the A.I.T.S.L standards. Staff will receive support in using data to drive teaching and a new end of semester report format will be trialed.

In 2017 the school will finalize the upgrade of the school Interactive White Boards and continue to upgrade the student laptops in the Junior school. All class teachers and specialists will be provided with a new laptop and staff will be given more PL in using G mail and Google documents. The sprinkler system on the oval will be completed and a new Adventure Playground installed. The computer lab will be converted into a multi-purpose space and a new electronic visitor sign in system will be installed in the admin area. The administration area will have a minor redesign to improve security and supervision.

The school is committed to formulating a Family School Partnerships plan and to re-establishing the KidsMatter Action Team. 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.

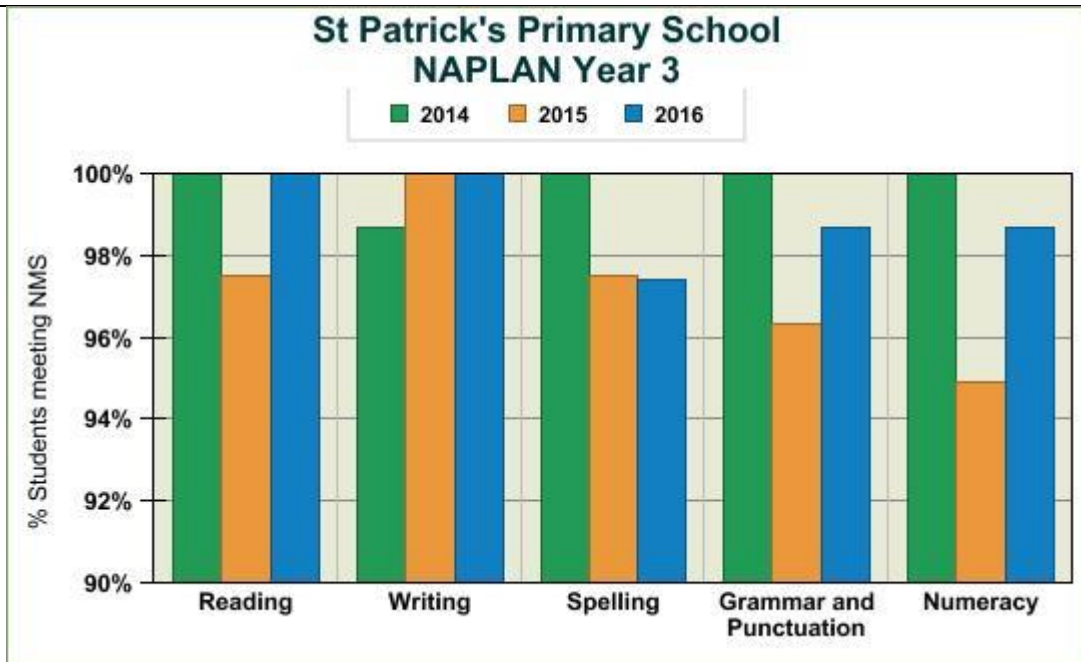
St. Patrick's will act as a host school for the new primary school being built in Wallan East which is due to open in 2018. Office space will be set aside for the new principal in 2017 and both schools will explore opportunities to support each other in the future.

VRQA Compliance Data

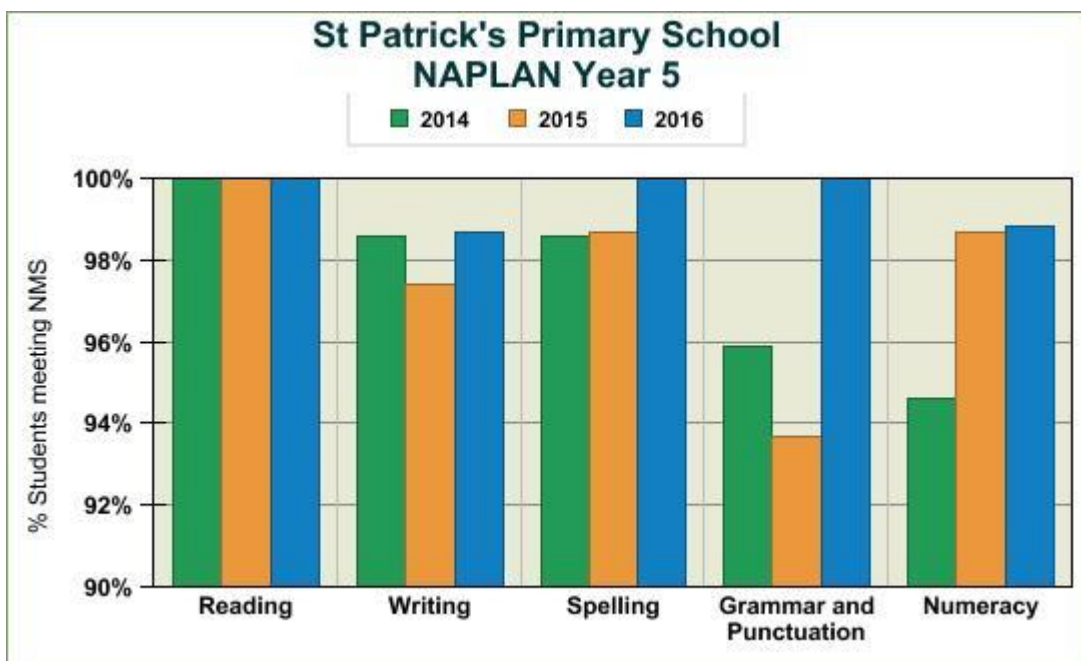
NOTE:

The School's financial performance information has been provided to the Victorian Registration and Qualifications Authority and will be available for the community to access from their website from October 2017.

[Victorian Registration and Qualifications Authority](#)



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• Average Student Attendance Rate by Year Level

Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2014	2015	2016	2014	2015	2016
Reading	100%	97.5%	100%	100%	100%	100%
Writing	98.7%	100%	100%	98.6%	97.4%	98.7%
Spelling	100%	97.5%	97.4%	98.6%	98.7%	100%
Grammar & Punctuation	100%	96.3%	98.7%	95.9%	93.7%	100%
Numeracy	100%	94.9%	98.7%	94.6%	98.7%	98.8%

Change in Proportion of Students meeting National Minimum Standard

	Year 3			Year 5		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Reading	0%	-2.5%	2.5%	0%	0%	0%
Writing	-1.3%	1.3%	0%	0.0%	-1.2%	1.3%
Spelling	1.2%	-2.5%	-0.1%	1.3%	0.1%	1.3%
Grammar & Punctuation	0%	-3.7%	2.4%	-2.7%	-2.2%	6.3%
Numeracy	2.4%	-5.1%	3.8%	0.0%	4.1%	0.1%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.16%
Y02	91.74%
Y03	91.66%
Y04	92.44%
Y05	92.10%
Y06	92.82%
Overall average attendance	92.15%

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	78.85%
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STAFF RETENTION RATE	
Staff Retention Rate	86.11%

TEACHER QUALIFICATIONS	
Doctorate	0%
Masters	14.71%
Graduate	25.3%
Certificate Graduate	11.76%
Degree Bachelor	76.47%
Diploma Advanced	35.29%
No Qualifications Listed	0%

STAFF COMPOSITION	
Principal Class	2
Teaching Staff (Head Count)	54
FTE Teaching Staff	48.71
Non-Teaching Staff (Head Count)	21
FTE Non-Teaching Staff	14.28
Indigenous Teaching Staff	0