

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST PATRICK'S CATHOLIC PRIMARY SCHOOL MENTONE

2017

REGISTERED SCHOOL NUMBER: 0836



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Contact Details

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|---------------------------|-------------------------------------|
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Minimum Standards Attestation

I, Tim Noonan, attest that St Patrick's is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19th April 2018

Our School Vision

At St Patrick's School, we acknowledge the dignity of every human person, whom we believe to be created in the image of God; redeemed in Jesus Christ; and gifted with a unique vocation. On this basis, we aim to establish and maintain relationships and practices that acknowledge the rights and responsibilities of this human dignity, and contribute to the development of each individual.

We believe that knowledge plays a vital part in education. The knowledge and experience of our faith and the desire to seek the truth are the complementary foundations for the intellectual formation we aim to provide.

The beauty of God is reflected through all creation and in the creative work of human persons. Our response to this beauty is to develop a proper appreciation for it. This finds its expression through the arts, in liturgy and worship, and in the aesthetic appeal of the natural and the built environments.

The way we treat one another has always been the most evident sign of being Christian. Hence, ethical behaviour modelled on the example of Jesus Christ is the goal towards which we strive. In this we are guided by the social teaching of the Church, which reflects the twin values of justice and charity, specifically in:

- the management and organisation of our school;
- the way we relate to one another in our various communities (family, school, parish and the wider world);
- attention to the pastoral care and well-being of individuals and groups;
- our apostolic activities.



School Overview

To make the reality of Christ present in all interactions within the school is the highest and most significant of our guiding philosophies.

- St Patrick's School is located in the Parish of St Patrick, Mentone. It is one of two Parish schools, the other being St John Vianney's, Parkdale East. The school is situated in spacious grounds, including a large playing field. The original school building has been "Heritage Listed" by the Kingston City Council. The student body is drawn from the surrounding suburbs of Mentone, Parkdale and some sections of Cheltenham and Mordialloc. These areas are included in the Commonwealth SES at a rating of 109, which places them in the higher Socio Economic band and most families are financially secure.
- The school buildings have been constructed in stages during our 110 year history and a variety of styles is evident. The school is adjacent to the Parish Church, which facilitates a close relationship with the Parish. In 2009, as part of the Australian Government's BER initiative, St Patrick's School attracted a grant of \$2.5 million for the refurbishment of the hall and the upgrade of learning areas. A further \$150,000 was spent on upgrading the technology facilities with smart boards and computers. In 2012 we built a new Prep classroom due to the extra large number of siblings.
- In 2014, a major building program was undertaken in two phases. The first phase consisted of the building of a bike shed allowing many students to store their bikes. The second phase was the re-development of the oval. This included adding a sustainability component to the playground along with expanding the sporting facilities available for the students. This included football goal posts, cricket nets and a synthetic running track. This has become a major asset for the school and provides many opportunities for learning and play for the students of St Patrick's.
- In 2017 we began the year with 235 families and 15 classes and 345 students. The majority of our students come to school with good social experiences, social competencies and self-control. Oral language skills are generally good however, student resilience and independence is a key focus born out of our Student Wellbeing processes.
- Our teachers have varying experience from graduate level to over forty years experience. We have five specialist teachers who teach Physical Education, Music, LOTE (Italian), ICT and Art. We have fifteen classrooms with two classes at each year level and three Year 4 classes. Twelve of those classrooms have full time class teachers and three have a shared teaching situation. Our Deputy Principal has full time release and is also the Student Wellbeing and Student Services Leader. The Learning and Teaching Leader is also the Literacy Leader and shares a class as well with the ICT Leader.
- In 2017, a lift was built two buildings were joined with the a board room and office added in. This building project has allowed disabled access to all 15 classrooms.

Principal's Report

The 2017 was an extremely positive year for the St Patrick's school community. All enrolments places were filled with 52 students entering prep. This included 34 new families which shows a rise in the amount of families entering the school.

The Leadership Team continued to work to ensure we met the goals from our Annual Action Plan and this led our planning for the 2017 school year. In 2017, we undertook a school review that was led by ACER. The report highlighted our successes, achievements and where to next. This report has framed our Learning and Teaching school improvement plan for the next three years.

Some other key achievements for 2017 have included:

- Family involvement in special liturgies.
- Involvement in social justice activities.
- Development of the school induction program
- Professional development for staff in key areas such as writing, personalised learning and new digital curriculum.
- Continued development of the camping program with another trip to Canberra and Phillip Island.
- The introduction of an Italian Cultural Hub for all lesson to be taught.
- The completion of a successful Art Show.
- Improving programs offered for our students with special needs.
- Building of the lift and extension to allow accessibility for all students.
- Development of a new sport uniform for the school.

We want to work to ensure that our students receive the best possible education and that we look after 100% of our students 100% of the time. The following document looks at the goals that have been set and what we have done to try and achieve these goals in this fourth year of the four year cycle.

The students of St Patrick's have a wonderful environment in which they can learn and flourish. As a staff we want to use the resources that are at our disposal to work for the children in our care with the best possible programmes while always endeavouring to ensure that follow our school motto of *Christus in corde omnium – Christ in the heart of all.*



Education in Faith

Goals & Intended Outcomes

Goal

- To strengthen the school's Catholic Culture by enhancing the quality of Education in Faith teaching and by broadening the school's social justice profile.

Intended Outcomes:

- That staff and students demonstrate the school's Catholic Culture / perspective in all aspects of school life.
- That staff, students and parents develop an improved understanding of social justice as part of the Christian call to service.

Achievements

The Sacrament of Penance was celebrated on Saturday 29th April at St Patrick's Church. The students were prepared by their class teachers -Karl Camerino, Liz Lamb and Maria Scalzo(REL), supported by members of the leadership team, staff and parents.

For the first time we celebrated the second form of the Sacrament of Penance. The celebration began with the community listening to the word of God. During the examination of conscience, the assembly reflected together on where and how they had fallen short of their baptismal commitment to follow Christ. The individual confession and absolution that followed was communal too in that the students approached the priests in full view of all present. It was a moving experience to witness the students publicly approaching a priest for forgiveness. After the confessions, the ceremony concluded with a proclamation of praise, a prayer of thanksgiving and a blessing.

First Holy Communion was celebrated on the weekend of the 17th and 18th June. 50 students were presented for the sacrament from St Patrick's including a group of 5 new students from Year 3. They were well prepared by the teachers-Karl Camerino, Liz Lamb and Maria Scalzo (REL), supported by members of the leadership team, staff and parents. The students participated in a First Eucharist Retreat held in the school hall. During the day the students focussed on the important parts of the Mass using the Catechesis of the Good Shepherd materials, made bread, and created their individual posters. Father Michael McEntee visited the students and spoke with them about the sacrament.

Confirmation was conferred by Archbishop Denis Hart on Saturday 29th July. The students were prepared at school by their teachers, Dayna Bradley, Jennifer Smith and James Daidone, supported by the REL, Maria Scalzo, staff and parents. Three parish candidates joined the Mass and were prepared by Sr Damian Lai. The candidates also participated in a Confirmation Retreat at St Paul's Missionary College, Wantirna and the preparation day with St John Vianney's and the Parish candidates.

The celebration of these Sacraments is a special time for the students and the families involved. It is also an opportunity for the school community to participate through prayer for the candidates, the creation and presentation of gifts and the involvement of the school choir in these Masses.

The liturgical year was celebrated through whole school Masses and devotions such as Ash Wednesday, St Patrick's Day, The Assumption, Grandparent's Day, Stations of the Cross in Lent, Rosary for the month of October, our class Books of Remembrance, through displays throughout the school and in the newsletter.

To promote the value of students spending regular time in personal prayer and reflection we have continued Christian meditation throughout the school. During this time the students are encouraged to think about and focus only on God. The length of time spent in Meditation varies on the age of the students. A new prayer policy has been formulated outlining what is important to us at St Patrick's and the expectations for school, assembly and class prayer. We have continued to have fortnightly School Masses as well as Family Masses throughout the year. Various groups attended celebrations at the Cathedral. The Faith and Worship group attended the Mission Mass in October this year.

Our altar servers continue to be trained by Karl Camerino and we are grateful for his dedication. We have had seven students who have commenced altar server training, four Year 2 students and three Year 3 students. Our Year 6 leadership groups have continued to raise awareness and actions towards the poor through social justice initiatives such as *Project Compassion*, *Catholic Missions* and the St Vincent de Paul Sacred Heart collection and Christmas hampers.

Staff have continued to receive Professional Learning focussed on the Renewed RE Curriculum Framework and how to use this to moderate and assess in RE. Each level is working on assessment tasks that enable the students to explain what they know, and interpret and reflect on how this knowledge impacts their daily life. These assessments are shared with the whole staff in a common folder for everyone's perusal. One staff member is undergoing Accreditation to teach Religious Education through the John Paul II Institute for Marriage and Family.

VALUE ADDED

- Our Religious Education Award has highlighted the strength and importance of Religious Education at the school. Along with our cantoring and Altar Serving, this award has encouraged greater participation in the life of the Parish and in social justice activities around the school.
- Our endeavours to encourage families to participate in the life of the Parish have produced good responses from those who take up the offer. We have stable attendance at Family Masses and high attendance at Mass such as the Foundation Family Mass and the Sacramental Preparation Masses.



Learning & Teaching

Goals & Intended Outcomes

Goal

- To improve student learning outcomes

Intended Outcomes

- That the students writing outcomes will improve.
- That the students will be more engaged and more responsible for their learning.

Achievements

Learning and Teaching has had many parts to the role in 2017. The table below shows the work that has been completed to ensure we improve the learning of all the children in our care

| | |
|-------------------------------------|--|
| <p>Learning and Teaching</p> | <ul style="list-style-type: none"> Leader of team to work with CEM pilot program looking at the Capabilities. 5 staff attended the PD across the year. Moved to PAT online Year 1-6 for reading comprehension and maths. Continued to enter data into Nforma - nAssessment for data tracking - PAT maths, PAT reading, Reading Records, BURT and NAPLAN. Member of Wellbeing Core Team and working on dispositions Documented and reworked Student Leadership so there will only be 4 captains roles and all Year 6 students are seen as leaders. All year 6 students will be assigned to a leadership group. Each leadership groups is assigned a teacher leader that works with the students on a weekly basis. Worked with new Maths Leader to implement and change the profile of maths in the school. On Review team and worked on strategic plan for 2018-20 Set up teams to work strategically on different areas of the curriculum to expand the scope of the work we can do - maths, literacy, ICT, Berry St - dispositions, Capabilities, and RE Continued to attend level planning prep, 4, 6 and 3 Worked on the school website updating Learning and Teaching Made connections with St Bede's and Kilbreda around maths for Year 7 and what's essential Initiated new look public speaking unit of work in Year 5 Visited St Mary's in Thornbury to gain insight into how they are working with the maths curriculum, workshops and pre/post assessment Presented at Southern Region Learning and Teaching Network on the work we have covered this year on the Intercultural Capability Lead sessions on school closure days, PLTs and staff Meetings |
| <p>Literacy</p> | <ul style="list-style-type: none"> Introduced the Fountas and Pinnell Levelled Intervention program from Year 1 to Year 5 in conjunction with SWD Leader and Reading Intervention Teacher. |

| | |
|--|---|
| | <ul style="list-style-type: none"> • Worked with Reading Intervention Groups from Year 3-5 • Continued with Fountas and Pinnell Benchmark Assessments for Reading Records Prep to Year 6, aligned and set benchmarks for Prep to Year 6 to identify at risk high and low for Tier 2 Intervention. Twice a year March and November • Modified Prep Literacy Assessment so it was more of a conversation and a way to engage prep students with an oral language assessment component. • Initiated prep teachers to visit Beaumaris Primary to view the Kathy Walker Learning Program and attend Walker Learning PD • Attended PD with Prep Teachers on M 100 Words and how to implement correctly • Spelling PD with Sarah Asume for school closure day Term 2 • Introduced Scope and Sequence for spelling P-6 • Introduced Letters and Sounds program to Prep and 1 • Worked with our LSOs to provide more support when working with students in the LLI Intervention program |
|--|---|

Mathematics

- In 2017, we set up 'Maths Investigation Tables' in all the classrooms, this allows the students to work through puzzles and investigations as they enter in the morning. Students have a range of hands on materials to use.
- Consistent language of Maths used throughout the school- All classrooms have the same mathematical language display and students become familiar with the different language associated with different operations
- Mental Maths Continuum- As a school, we have worked with our Maths consultant from the CEM, Jan Walker, and established a Mental Maths Continuum in Addition and Subtraction, Multiplication and Division and Number word sequence.
- PLT organised with Jan Walker to help improve and assist the maths pedagogy of the staff.
- As part of Maths Action Research Team, we have started to put together an assessment tool for whole school to use with the Mental Maths Continuum
- As highlighted in our Review, we need to be using our data to help with out planning. We trailed and then bought 'Essential Assessment' for Preps- Year 6. Teachers are able to do a Pre Assessment on their different topics and then plan their lessons to the point of need of their students. In Year 4 and 6, teachers were planning workshops based on data result. Teachers then used their post assessment to look at the growth in the topic and what areas were still gaps for the students.
- Years 2-4 also have been using Mathletics as a teaching tool to help with the content provided in lessons, the whole school is also trialling Matific for the school as more beneficial for 2018.
- As Maths Leader, I have been working throughout the year with different students.
- Using the Early Years Interview Kit, I carried out assessments on students from Prep and Year 2.
- Using this information, there was a learning numeracy support given to students from Year 2 that needed extra help on a weekly basis. This was focused on becoming secure with addition, subtraction, multiplication and division. I

particularly focused on these strategies using word problems as this was the area highlighted by NAPLAN Data as needing the most input.

- As well as this I worked with students from Year 2 who were more able. We worked on many different area from the Year 2/3 curriculum but in particular multi step word problems, as again highlighted by NAPLAN Data.
- From the Early Years Interview, there was a Prep student identified as being above average in Numeracy. On a weekly basis, I would work with him using material from the Year One curriculum and helping extend his maths, in particular his mental maths skills.
- Worked with more able students from Year Six, with puzzles and challenges in Terms One and Two that explored different problem solving strategies, such as Guess and Check, make a chart etc.
- Maths Games Day- Organised for students from Years 5 and Years 6 to attend 'Maths Games Day' as organised by MAV and students reported back to the school community of the skills they learnt on the day.
- Worked with teachers to help with planning and extending students, particularly in Year 5 and Prep.

Sustainability – Liz Lamb

ResourceSmart

This year we have continued with our ResourceSmart School membership. This is a Victorian Government initiative that assists our school to embed sustainability in everything we do. Our school is acting to minimise waste, save energy and water and promote biodiversity. Our goal for this 2017 was to complete the Waste Module. We have submitted this module to Sustainability Victoria and we are waiting to see if we receive verification and our second star for the Waste Module.

Our school has achieved the Core module and 1 star thus far:



We then held a whole staff workshop conducted by Emmanuelle Delomenede from Ceres Outreach to kickstart our Water Module. We also reviewed our school's curriculum to further incorporate sustainability in all areas of the curriculum.

Sustainability in the Curriculum

The Year 3 and 4 students have participated in cooking, gardening and sustainable practices throughout the year. They have used our edible garden produce to create bruschetta, pumpkin scones, gnocchi, traditional lemonade, guacamole, rhubarb crumble to name but a few. The students have conducted waste and water audits and learnt about the drought and the importance of conserving water. Members of the P&F were successful in obtaining a Landcare grant, which allowed us to purchase gardening

equipment for the students to use in these sessions. We also purchased large bags for each classroom. Next year we will be recycling soft plastics instead of putting them into landfill. Classes have continued to embed sustainable practices into everyday routines. Our nude food Wednesday has continued and we are looking to have more of these days next year.

Kids Teaching Kids Conference

Some of the Year 6 students presented a workshop at the Kids Teaching Kids Conference held at Melbourne University in October. In their teaching workshop, they taught students from other schools how to make a self-watering plant, they also taught participants how much water is used to produce everyday items and they conducted a water quiz. We learnt about garden beds that require minimal watering, solar powered equipment and we made puppets using only recyclable household items.

Isea Icare

Year 6 students participated in the Isea Icare program again this year. They have swum with dolphins and discovered different ways in which they can improve the environment.

ICT

Many new devices have been purchased this year to enhance the learning experiences for our students. We purchased an additional 50 chromebooks, creating a set for Year 5 and 6. This has allowed our senior students to work more efficiently using Google and collaborate with one another to problem solve and share learning. Teachers are able to give students immediate feedback on tasks in 'real time' to guide, facilitate and support the learning environment. An additional 10 ipads were purchased, creating a class set, allowing staff and junior students to maximise productivity.

18 iPads have been purchased, one for each staff member, allowing them to have a mobile tool they can use in the classroom to gather notes, evidence on student progress and also mirror the display on the IWB. Teachers can take photos of student learning and upload them directly to their 'Drive'.

With the purchase of additional iPads, the system we use to manage the iPads and Apps needed to be more efficient. We purchased a premium subscription to 'Mosyle' which allowed us to control all iPads and implement changes which are enforced instantly. New 60" televisions have been purchased and installed in the library, Italian Cultural Hub and in the Art Room, so all staff can connect their laptop and use the different spaces to display/conduct a lesson digitally.

We have invested our resources in improving our IT infrastructure. The purchase of additional devices requires our Wi-Fi to be strengthened and as a result our Wi Fi will become more efficient and quicker.

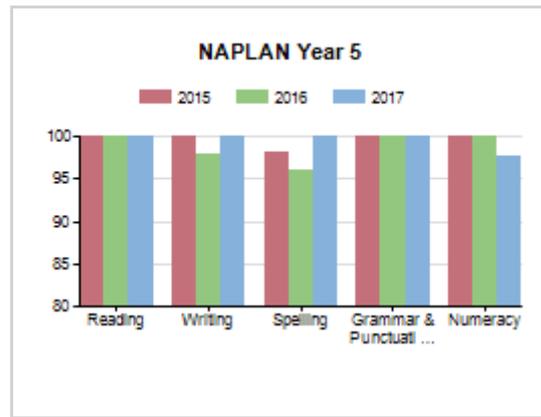
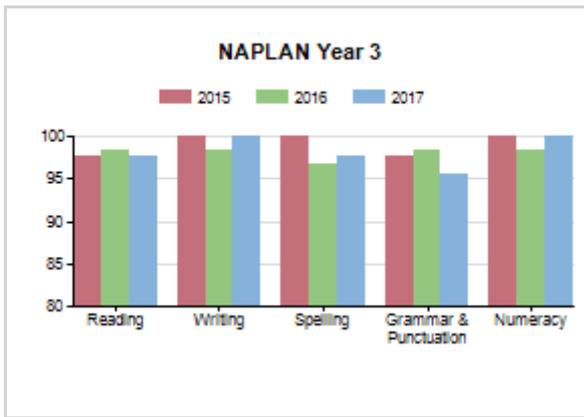
Internet safety is very important to us and cyber safety is taught as St Patrick's and our students are closely monitored. We have implemented a program called 'Auditor Safety Bot', which screens all student emails and highlights anything inappropriate. Leadership are notified if students are communicating inappropriately, allowing us to take immediate action to prevent and resolve this behaviour.

The Digital Technologies Curriculum is a new curriculum which needs to be unpacked with staff. The ICT Leader has attended PD to develop his understanding of the curriculum and network with other professionals to get ideas about teaching and implementation. We saw the need for staff to upskill and be aware of this curriculum, what it involves and how to teach it to the students. We borrowed a set of 'Sphero' robotic balls to assist in teaching the curriculum from the University of Adelaide. The students have been very engaged and excited in problem solving to program the robots to move a certain directions. It has begun changing the students' attitudes and ways of thinking. The University has project officers and we had the Victorian officer conduct a staff meeting on the new curriculum. We have developed this partnership which we will continue to work with next year to build staff capacity and confidence in this new curriculum.

We would like to thank the Parents and Friends Association for their continued support and donation of funds to make the purchase of new devices possible. We are aiming to maximise and enrich the students' learning in this 21st century and their engagement has been evident. We will continue to look at how we can improve learning at St Patrick's for all students.

YEAR 3 and 5 NAPLAN RESULTS (National Assessment Program – Literacy & Numeracy)

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|-----------|-----------|-----------------------------|-----------|-----------------------------|
| NAPLAN TESTS | 2015 % | 2016 % | 2015 - 2016 Changes % | 2017 % | 2016 - 2017 Changes % |
| YR 03 Grammar & Punctuation | 97.8 | 98.4 | 0.6 | 95.5 | -2.9 |
| YR 03 Numeracy | 100.0 | 98.4 | -1.6 | 100.0 | 1.6 |
| YR 03 Reading | 97.8 | 98.4 | 0.6 | 97.8 | -0.6 |
| YR 03 Spelling | 100.0 | 96.8 | -3.2 | 97.7 | 0.9 |
| YR 03 Writing | 100.0 | 98.4 | -1.6 | 100.0 | 1.6 |
| | | | | | |
| YR 05 Grammar & Punctuation | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Numeracy | 100.0 | 100.0 | 0.0 | 97.8 | -2.2 |
| YR 05 Reading | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 |
| YR 05 Spelling | 98.1 | 96.0 | -2.1 | 100.0 | 4.0 |
| YR 05 Writing | 100.0 | 98.0 | -2.0 | 100.0 | 2.0 |
| | | | | | |



In 2017, the NAPLAN data showed us that the Year 3 cohort of students nearly met the minimum standards set nationally in all areas. We are looking at only a couple of students meeting this benchmark and within this group we do have a proportion of students who are funded under the SWD category. Our challenge is not only meet this standard but to ensure that all students are challenged to do their very best and achieve excellent results.

100% of the Year 5 students reached the minimum standard in Reading, Grammar and Punctuation, Spelling and Writing. 98% of students reached the minimum standard in numeracy writing which was slightly down on 2016.

Literacy has been a major focus for the school over the past two years and will continue to be in 2018 as part of the School Improvement in Literacy program which has been led by our Literacy Leader Jennifer Smith. IN 2018 we have also worked closely with Catholic Education Melbourne as part of the Maths project as we have worked to assist our teachers to improve their teaching of Maths

Student Wellbeing

Goal

- To further develop resilience and self-management strategies in students.

Intended Outcomes

- That students will be more engaged and responsible for their learning.
- That school SEL programmes will strengthen student resilience and other social skills.

Achievements

At Saint Patrick's School we are committed to supporting the development of all members of our school community by providing equitable access and opportunity for all. Inclusive practices embrace and celebrate diversity, promote engagement, invite belonging and provide opportunities for participation and achievement of appropriate learning outcomes for all in our community.

We began the year with a 'SWELL' start which laid the foundation for the creation of effective learning environments in our school. 'SWELL' start focused on facilitating a positive learning culture and the establishment of a set of routines and expectations for learning. Students were engaged in a variety of activities that promoted a sense of belonging to their school, building relationships with peers, teachers and the wider school community.

Our school has availed the opportunity to be part of The Berry Street Educational Model professional development. As a result, we have highlighted eight dispositions from the model that have helped us to strengthen the educational outcomes for all of our students. Although there is no single recipe for classroom success the Education Model provides a variety of strategies that teachers can draw upon to support students to become resilient and build their connectedness to school. In addition, we have a variety of established ongoing programs that support the wellbeing of our students such as, cyber safety education, restorative practices, circle time, mindfulness, Better Buddies and the explicit teaching of a growth mindset.

Each fortnight the Wellbeing Team meets to discuss any social and emotional or learning needs of individual students. Our team developed a variety of wellbeing surveys for the teachers, students and parents that have informed the teaching of our social and emotional wellbeing focuses for individual classes and levels.

Our funding for Students With Disabilities (SWD) rose from 13 to 17 students this year and as a result our Learning Diversity team has grown from 4 to 6 Learning Support Officers out of a need to support an increased number of SWD. SWD have been supported via the ongoing implementation of Personalised Learning Plans, Individual Behaviour Plans, increased timetabled classroom support, regular meetings

with parents, social skill groups and a commitment to catering for the diverse needs of SWD such as, regularly liaising with speech, physio and occupational therapists.

A focus on data has helped the wellbeing team and learning and teaching team collaborate to determine which students require additional literacy support. Our team has helped to deliver the Levelled Literacy Intervention program this year and as a result of the combined efforts the targeted intervention reading levels for each year level have risen. The program was so successful that we have plans to extend this targeted approach to mathematics next year.

To ensure the safety and wellbeing of our students our school has continued to focus on the implementation of the Child Safety Standards, policies and procedures. Our staff have been involved in ongoing professional development in this area over the course of this year. Our combined teamwork in the wellbeing sphere has been validated by our outstanding 2017 School Improvement Survey results and the ongoing commitment by our teachers to cater for all members of our school community.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|-------|
| Y1 | 94.02 |
| Y2 | 91.98 |
| Y3 | 91.73 |
| Y4 | 92.44 |
| Y5 | 93.17 |
| Y6 | 92.62 |
| Overall average attendance | 92.66 |

SCHOOL ATTENDANCE

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school must:

- » Record every child's attendance twice per day via nForma. This will be completed by the classroom teacher before 9.30 am & 2.30 pm;
- » Record reasons for absence, and record the absence as "unexplained" if no reason has been provided (update the records once a reason is established);
- » Determine if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;
- » Determine if the reason for the student's absence is acceptable and any follow up is needed to support the child's education and wellbeing;
- » Notify the parent/guardian if the absence has not been approved;
- » Keep records of all attempts to contact parents/ guardians in relation to attendance;
- » Record attendance of any student who only attends half a day (two hours or more);
- » Monitor attendance and develop improvement strategies for attendance where necessary;
- » Take further action (at their discretion) if a student reaches five days of unapproved or unexplained absences within a school year;
- » Report the annual rates of school attendance.

VALUE ADDED

- Year 5 & 6 camping program
- Sacramental program
- School Art Show
- Environmental Garden program
- Young Leaders Day for Year 6 School Leaders
- Year 6 Remembrance Day at the Shrine and Mentone RSL
- Year 6 & Prep Buddy BBQ
- Activities Week
- Responsible Pet Program
- Competitions in Cross Country, Hoop Time, Inter School Swimming, Inter-House and Inter School Sports
- Swimming Program & Sports Clinics: Gold, Basketball, Football....
- Whole School Celebrations: St Patrick's's Day, Walk to School Day, Grandparent's Day....
- SEASONS
- Pre-school Atrium Program
- Training and support of altar servers
- Maths Olympiad
- Premiers Reading Challenge
- G.A.T.E.W.A.Y.S.

Child Safe Standards

Goals

- At St. Patrick's Mentone we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.

Intended Outcomes

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with their parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their wellbeing and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

With the introduction of Child Safe Standards into schools in 2016 much work was done to ensure that St. Catherine's was compliant with these standards. As a result the following happened in 2016:

- Professional learning for Principal and senior leaders.
- Presentation of material to all staff, teaching and non-teaching,
- Development of Child Safety Policy in line with Child Safe Standards.
- Communication to parents and families through the School Board, Parents and Friends Association and newsletters.
- Development of the following Statements and Policies ratified by the School Board:
 - Commitment Statement to Child Safety
 - Child Safety Policy
 - Child Safety Code of Conduct
 - Child Protection - Reporting Obligations Policy
 - Staff Selection Policy

These are now published on the School Website.

- Employment of new staff revised. All applicants to have signed the 'Child Safe Standards Declaration Form' when applying for a position. Specific questions relating to Child Safe Standards asked in the interviews.



Leadership & Management

Goals

- To develop goals around strengthening the organisational climate with particular attention to empowerment, appraisal and recognition.

Intended Outcomes

- staff will be further empowered
- appraisal and recognition processes are strengthened

Achievements

2017 has been a very exciting year for St Patrick's as we have prepared for our Review and from the review we have set our direction for the next three years. As stated earlier in the year, the review took two forms looking at accreditation to be open as a school and a review of our teaching and learning practices. Both reviews were extremely positive and we have recently begun to implement new initiatives for next year.

Going forward in 2018 we have set our directions through our strategic plan and our major focus is to use data to improve our teaching strategies to provide better outcomes for all of our students. Some areas of focus for 2018 will be:

- Appointment of a learning enhancement teacher who will work with teachers and students to ensure we cater for top end of students from each class.
- The introduction of an instrumental program that will allow us to further develop our music program. We will aim to build links in music with our local catholic colleges so that our program will link into theirs.
- Further enhancement of the Levelled Literacy Intervention program so that we can assist all students to reach the required bench marks. We have employed a seventh Learning Support Officer to assist with this and our Maths Intervention program.
- In working with the P&F we want to focus on upgrading the library so that it becomes more interactive and welcoming resource centre for students.
- We will also change our student leadership roles to reflect the great work that is being done in Year 6. We want all Year 6 students to be considered leaders of our school and they will collaborate as part of a team to assist our school and others in our community.
- We have decided to introduce another leadership position for ICT. This is an important part of our school operations and James Daidone will join our leadership team in this role.
- The introduction of the Italian Cultural Hub has become a base for Mary Caliri that will hopefully become a mini Italy.
- We are working on two informative parent evenings that will be interactive. Early in term 1 we will have a Maths evening that will include information from each level to look at sharing the strategies we use in Maths at St Patrick's. The second event will be a visit from Andrew Chin who is an excellent music performer who works with schools to assist in building a large repertoire of

Religious music for students. This event will be a great day and evening for the school.

The Art Show was an event where the school and our families came together to acknowledge the great art work that had been put together by our students. On the opening night we had food trucks, music, special St Patrick's wine and our celebration of Italian culture as we incorporated Italian Day with our Art Show. Parents put in some strong bids for the auction items and this brought in positive income for the school that will be put back into our Art program.

We continue to monitor our students at risk within the school and Joanne Soulsby leads a team of committed Learning Support Officers who work with teachers to ensure these students are supported. We have gone from one LSO to six in four years and next year we will add a seventh LSO to support our Literacy and Numeracy intervention programs.

We are extremely proud of our achievements and results in 2017, with 47 students joining Prep and 7 students joining other levels our numbers will continue to grow in 2018. We believe this is due to the facilities and programs we offer our families. With our goals and directions clearly defined for 2018 we believe we will continue to improve and provide a quality education for all our students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2017

Mathematics, Literacy, Science, Student Wellbeing, Administration, First Aid, LOTE and PE. All staff have opportunities for Professional Learning in all curriculum areas through our Professional Learning Teams and Staff Meetings.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL

25

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2450

| TEACHING STAFF ATTENDANCE RATE | |
|---------------------------------------|--------|
| Teaching Staff Attendance Rate | 86.61% |

| STAFF RETENTION RATE | |
|-----------------------------|--------|
| Staff Retention Rate | 72.00% |

| TEACHER QUALIFICATIONS | |
|-------------------------------|--------|
| Doctorate | 0.00% |
| Masters | 20.00% |
| Graduate | 25.00% |
| Certificate Graduate | 5.00% |
| Degree Bachelor | 75.00% |
| Diploma Advanced | 35.00% |
| No Qualifications Listed | 5.00% |

| STAFF COMPOSITION | |
|---------------------------------|--------|
| Principal Class | 3 |
| Teaching Staff (Head Count) | 32 |
| FTE Teaching Staff | 25.560 |
| Non-Teaching Staff (Head Count) | 11 |
| FTE Non-Teaching Staff | 10.393 |
| Indigenous Teaching Staff | 0 |

School Community

Goals & Intended Outcomes

- To develop goals around strengthening links between the school community and parish and the broader community.

Intended outcomes:

- The community of St Patrick's School will strengthen their partnership with the community of the Parish of St Patrick and the Holy Angels.
- The expertise of the wider community will enhance the learning of students.
- Parents will be engaged in their children's learning.

Achievements

We have continued to work to ensure all families are welcome at St Patrick's. Upon enrolment each family is informed that it is not just their child coming to our school but we want the whole family to feel welcome and become a part of the school and parish community. With more parents working full time this becomes a real challenge but we will continue to provide opportunities for parents to be part of the learning journey of their child.

Our Parents and Friends Association support the school whole heartedly and I must commend the work done by Kerrie Presnell and Sarah Terrell and their committee in 2017 to ensure that all parents have many opportunities to be part of community events. We have continued to have events that allow families and friends to share in joining our celebrations. These events have included:

- Monday assemblies
- Sacramental Days
- St Patrick's Day
- Open Day
- Grandparents' Day
- Special Sporting events

As a community it was wonderful to come together for our Art Show in 2017. This was led by Mrs Tina Russo, Mrs Caliri and all the staff to ensure we had an Art Show to remember. The parents were very kind and lots of bidding on auction items allowed us to fund the Art Show and put some more money into the Art program. This year we combined the Art Show with Italian Day so it was a very multi-cultural evening. The P&F also were heavily involved in organising food trucks and entertainment for all the families that joined us on the evening. This was a wonderful evening for all of the community.

FUTURE DIRECTIONS

As part of our 2017 review which was undertaken with ACER using the School Improvement Tool we came up with the following goals for 2108. Listed next to these goals are the things we are implementing to achieve the goals in 2018.

| Goals | What will this look like |
|--|--|
| For data to be evidenced at planning meetings for learning and teaching so differentiation will occur. | Essential Assessment, reading records, writing samples, inquiry pre/post, conversations at level planning |
| For teaching staff to work across levels interpreting and analysing in Religious Education, literacy, numeracy, inquiry and wellbeing. | Year 6, Year 4 maths workshops Year 6 inquiry |
| To ensure the whole school professional learning plan supports teachers to effectively analyse student data in measuring and improving the impact of teaching pedagogy | Maths with Jan Walker, PLTs and Staff Meeting planning, school closures - maths, Animated Learners PD, PDs around initiatives e.g. learning enhancement, networks, |
| To ensure that the school's professional learning approach is collaborative and research and evidence based | Essential assessment, fountas and pinnell, UK phonics P-1, school spelling, non-negotiables for maths and english |
| To develop an explicit pedagogical framework that measures Learning and Teaching by monitoring results from specified assessments related to the units taught within a year. | Essential assessment Reading records Assessment schedule |
| To develop and implement a plan to facilitate parent and community partnerships to improve student learning and wellbeing outcomes | Prep parent meetings, Kilbreda students at sport carnivals, math meetings with kilbreda, student teachers, community service students |

VRQA Compliance Data

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