

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST PATRICK'S CATHOLIC PRIMARY SCHOOL MENTONE

2018

REGISTERED SCHOOL NUMBER: 0836



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Minimum Standards Attestation

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

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

20th April 2019

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 2018 we began the year with 247 families and 15 classes and 342 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 sixteen classrooms with two classes at each year level and three prep and Year 6 classes. Thirteen 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 installed and built two buildings were joined adding a conference room and a leaders' office. This building project has allowed disabled access to all 16 classrooms.

Principal's Report

2018 has been a very exciting year for St Patrick's as we followed on from our review in 2017 to ensure that we are providing the best possible education we can provide for the students in our care. The building program was finally completed at the end of last year and this has been a great asset this year. We have some students that use the lift for support on an ongoing basis and on top of this we can now assist any students throughout the year. We have also had great use out of the mezzanine level, the board room and the leaders' office.

We are extremely pleased that we have continued to promote our school and increase our enrolments. In 2019 we will be welcoming 68 prep students in three classes. In a time when some Catholic Schools are struggling for numbers, we are growing, and this is extremely pleasing. We will also have 20 students joining us in other year levels other than Prep to bring our numbers to 379 in 2019. We believe that we are reaching an optimum number that will provide all the services the students need using a wonderful space with a great playground. The parents and families of our community are very proud of this school and I hear this on a regular basis when interviewing new families who want to come to our school. This promotion goes a long way in being a place of choice for families looking for a valued education for their child. Last year we welcomed 34 new families and this year we will have 60 new families which is a fabulous increase in families at St Patrick's. We will continue to work hard so that our reputation will continue to grow.

We have had amazing support from the P&F this year developing community events. I would like to thank Sarah and Kerrie our presidents for their passion and innovation to ensure we bring our school together to enhance the experience for all families.

This year was a concert year and it is a wonderful opportunity to show case the artistic talents of our students and the school as a whole. I would like to congratulate Ann Earle for putting together another fabulous evening at Robert Blackwood Hall. To provide two concerts on one night where all the students perform is something that not many people could achieve but Ann and our staff have done it again. We had over 1000 guests who witnessed a fantastic show.

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 seven in five years and next year we will add another two LSOs to support our Literacy and Numeracy intervention programs.

I would like to congratulate our Year 6 teachers and students on bring our RE and Social Justice program to life at St Patrick's. We can teach the Word of God through our RE programs, but it means a lot more if our students can use this learning to find ways that they can help others in our community and the wider community. You only have to attend assembly on a Monday to see the many things that are going on around our school, let by our student leaders. I congratulate all of those involved and look forward to looking at ways our community can support others.

Our sport program has continued to thrive this year with our students having plenty of opportunities to represent our school in many different sports. A highlight was the football team making the state finals and finishing a superb third in the state. This was a memorable journey for everyone involved. The girls' rugby team participated in the state finals as well after winning their district final.

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 students in our care with the best possible programmes while always endeavouring to ensure that everyone follows 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

Confirmation was conferred by Bishop Peter Elliott on Sunday 14th October. The students were prepared at school by their teachers, Dayna Bradley, Jennifer Smith, James Daidone and Antoinetta Corp, supported by the REL, Maria Scalzo, staff and parents. The candidates also participated in a Confirmation Retreat at Don Bosco Retreat Centre, Lysterfield and the preparation day with St John Vianney's.

The Sacrament of Penance was celebrated on Saturday 10th November at St Patrick's Church. The students were prepared by their class teachers - Amanda Unwin and Cheree Sully, supported by members of the leadership team, staff and parents.

We celebrated the second form of the Sacrament of Penance. The celebration began with the community listening to the word of God, followed by Prayers of the Faithful. During the examination of conscience, the assembly reflected together on 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 parents together with their child, said a prayer of thanksgiving and left the church. Father Michael McEntee visited the students and spoke with them about the sacrament in the week prior to the reception of this Sacrament.

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.

We have continued to have fortnightly School Masses as well as Family Masses throughout the year. Each level has one Mass to attend each year. Unfortunately, except for Prep and Year 6, attendance has been very low.

We have seventeen students who have committed their time and effort into altar serving. We have not trained any new servers this year as the boys are usually trained after their First Communion and we did not have First Communion this year. We are transitioning to celebrating First Eucharist in Year 3 rather than in Year 2.

Our Year 6 leadership groups have continued to raise awareness and actions towards those in need in our society 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 plan in RE. To enable a transition to the renewed RE curriculum, staff were presented with 'I can' statements. These statements were created directly from the learning descriptors for each of the five content areas in the curriculum by one of our Professional Learning Communities(PLC). The content areas are: Scripture and Jesus, Church and Community, God, Religion and Life, Sacrament, Prayer and Liturgy and Morality and Justice. The 'I can' statements were then presented to the whole staff and each level was asked to read through each statement and fine tune as needed.

Religious Education planning for 2019 commenced and staff had PD on the use of the Pedagogy of Encounter and other questioning techniques which would encourage dialogue amongst teachers. Planning for 2019 included RE, Inquiry and the capabilities. The capabilities should be taught in and through Religious Education, as in other learning areas. The Religious Education Curriculum Framework enriches the content of the capabilities of the Victorian Curriculum with a Catholic perspective.

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 staff are engaged in professional development around the teaching and assessment of the capabilities
- That staff are engaged in Professional Learning Communities in-house and have greater ownership of our professional learning
- That the students writing outcomes will improve.
- That the students will be more engaged and more responsible for their learning.

Achievements

Learning and Teaching

Throughout 2018 our professional learning has had a major focus on the capabilities especially Critical and Creative Thinking and Ethical Capability. We have reviewed our thinking curriculum and the thinking tools we use across levels. This year we introduced Tournament of Minds. I worked with our Learning Enhancement Leader to prepare a group of students for the competition as well as introduce the thinking skills needed for the competition in Years 3-6. This also allowed Years 5 and 6 to work across the two levels in mixed groups. Tournament of Minds ties in closely with the Critical and Creative Thinking Capability.

As Victoria is the only state in Australia that assesses the capabilities we have worked closely on implementing short units of work with an assessment component for reporting purposes. The assessments are then moderated within each level in order to place students on the learning continuum. For the Critical and Creative Thinking Capability each year level focused on one strand of the thinking curriculum. We focused on the questioning strand as we find many students when researching do not know how to adjust their questions to find the knowledge they need to complete research for a project. There is so much information on the internet that phrasing a question to find specific facts or information is an urgent skill we need to teach our students from Prep - 6.

Each level developed a unit of work on the questioning strand from the Critical and Creative Thinking Capability with an assessment component that was to be implemented early Term 4. Alongside the capability work with the students, staff have worked on unpacking the Capabilities and have written family friendly 'I can' statements for teaching and reporting purposes. As we have completed a two year cycle on unpacking and teaching the capabilities, in 2019 we will lay all four capabilities out and

teach all of them all the time as they are interrelated. This will be the expectation in Years 1-6. Preps only need to focus on the Personal and Social Capability.

There is always so much to do with curriculum planning, documentation and implementation, assessment and adapting what we do to meet the needs of our students. So, 2018 saw us continue with the concept of Professional Learning Communities rather than sticking to our regular Monday night meeting where we only cover one topic. Professional Learning Communities (PLCs) allow us to cover a greater scope of the work needed to keep St. Patrick's at the forefront of education. Working in teams over a 3-4 week period and then reporting our findings to the group made it possible to cover Wellbeing - parent surveys, RE Inquiry 'I Can' statements for P-6, further develop digital technologies and explore online Google modules, cull P-2 guided reading materials, create resources for maths walls, analysed NAPLAN to identify strengths and gaps in our teaching in order to make recommendations for literacy and numeracy planning and teaching moving forward.

As a school we implement ACER's Progressive Assessment Tests (PAT) to monitor student learning growth over a 12 month period in numeracy and literacy. In order to gain greater understanding of student strengths and challenges class teachers participated in ACER Webinars on the Band Report and the Longitudinal Reports. This gave us greater insight into the depth of knowledge to be gained from the analysis of the students' results and their misconceptions.

Teachers learn best from one another so this year we continued reaching out to other schools to see how they might be going about implementing the Victorian Curriculum and Religious Education. We have visited St Patrick's in Murrumbeena, Christ Our Holy Redeemer in East Oakleigh, St Finbar's in East Brighton, St Mary's in Thornbury and Sacred Heart in Sandringham. We have also had teachers from Sacred Heart in Oakleigh, Christ our Holy Redeemer in East Oakleigh and School Advisors from Southern Office and CEM visit us to see how we are going about implementing and adjusting the curriculum for our students. I was asked to be part of a capability advisory team to develop, implement and assess on the Ethical Capability and English content areas. The findings and the unit of work was then shared with all Learning and Teaching Leaders in the Southern Zone and will be shared with the other 3 regions of Catholic Education Melbourne. As a result of this work and school visits we have developed a new RE/Inquiry/Capability planner using the split screen and model this planner will be used schoolwide next year.

LITERACY

We have continued to use the Fountas and Pinnell Reading Records to monitor student reading growth and comprehension across a learning year. We assess students at the end of Term 1 and again in November in Term 4. After analysis of PAT-R and NAPLAN reading data we have noticed that students' comprehension of narrative is not as strong as we would like so class teachers will focus on narrative comprehension and monitor

any changes in our results. St Patrick's students are very strong with nonfiction as this has been our focus over the past 4 years.

Our list of best practice and non negotiables has been reviewed and will be presented to staff moving forward into 2019. Resources for Prep-2 Guided Reading has been sorted, culled and new materials will be sourced to replace the old materials that were out of date. Prep - 6 Spelling Scope and Sequence has been fully implemented and now needs to be tracked and evaluated. We have purchased a new spelling resource to add depth to our spelling program in 2019 across all levels. UK letters and Sounds has been implemented in Years Prep and 1 to support the teaching of phonics and spelling in the early years.

To support the Writing Scope and Sequence that was implemented in 2018, in 2019 we will introduce the '6 Traits of Writing' from Prep to Year 5. This program was trialled with Prep Term 4 2018 and has been deemed a good fit for St Patrick's writing curriculum. In early December the Reading Records results will be analysed Prep-6 to see how we went reaching our 2018 benchmarks and then we will use the results to set new benchmarks for 2019. Reading Intervention using the Fountas and Pinnell Leveled Literacy Intervention Program has again seen more students receiving extra support and has once again had very successful results. Reading Intervention has been implemented from Year 1-5 across the year and Preps in Term 4. Late Term 4 we have invested in a Program for extending students in their reading and this will be implemented in 2019 when students who need extension have been identified.

Mathematics

2018 has had a focus on improving teacher content knowledge around mathematics and the curriculum. With the support of Learning Consultants Jan Walker and Joanna Pringle, we have addressed different content areas and how to plan a rich curriculum that caters for the many different abilities in any given classroom. This has enhanced on how staff plan their lessons

- Mental Maths - This year Mental Maths has been consolidated throughout the different year levels with daily mental math from our Scope and Sequence. We have also been tracking using a mental math tracker which was an AAP goal. Mental math is now part of daily routine and students are able to call upon many different strategies for addition, subtraction, multiplication and division.
- Attending planning sessions - I attended planning sessions across the year levels once a term to look at the weekly overviews, use of resources and use of assessments to inform planning.
- Pre and Post data to derive planning - This was a big focus of the Math AAP. This year pre-tests were carried out before a topic started. Using this information, the topic was planned to teach to the point of need in that particular class. Elizabeth Lamb and Dayna Bradley also had class teachers released in Term 2 to explain the process involved and to look at their data with them for future topics.

- Workshops have been occurring at least once a week across all year levels in the Number and Algebra area. The workshops are fluid and have also been generated from pre-assessment data.
- Math intervention- Math intervention groups have been in place for students at risk in Year one, two and three. Students are continually assessed against the 'Learning Framework for Number' criteria and intervention is in place to teach to their individual gaps and needs.
- Extension groups- There has been extension group of Math Olympiad in Year 3 and Year 6. These students were identified as being particularly able and participated in the program during Term 2 and 3.
- 'Family Math Night' was held in Term 1- This was a highly successful night and encouraged parents to explore math games and strategies with their children.
- Opportunity for Prep teachers to visit 'Sacred Heart Primary School' in Sandringham to discuss their weekly format for math rotations which has since been incorporated into the Prep classrooms
- Prep math bags generated to all new Prep parents in preparation for first term as discussed with Joanna Pringle and Jan Walker.
- Early Years Interview was carried out with all Prep students in Term 1 to inform teachers
- Math PLC group looked at Naplan data and the areas that were particularly strong for the school and those that need addressing

2019 maths Goals

- After a discussion on interpreting and analysing of Naplan and PAT data with Learning Consultants Jan Walker and Joanna Pringle, we have identified that math word problems, multi-step questions and the language of math is the main area of concern for St. Patrick's. This would be the main area of focus for PD, PLT meetings and guidance in 2019. It would be an action to ensure that different language is in use and that math is presented in vocabulary within each of the topics
- From looking at Naplan and PAT data with Jan Walker and Joanna Pringle, our data is also showing that we can to be extending our more able across all year levels. Using future data, we would identify the more able and provide open ended tasks, projects and investigations to apply their thinking on a weekly basis.
- Math Planner- what does a daily math lesson in St Patrick's look like. It is a 2019 future action to ensure that we are all consistent and following same plan. This is an action discussed with Jan Walker and Joanna Pringle as they have assisted with yearly overviews already for 2019 with all staff
- Math Walls - concept of language always on display. This idea was introduced during a PLC group with possible displays and examples but in 2019 it would need to be embedded further

- Further work on intervention groups has been discussed with Deputy Principal with the possibility of targeting students identified by NAPLAN and PAT data in Year 4 and 5

Sustainability

Once again, we have continued with our ResourceSmart School membership. Our goal for 2017 was to complete the Waste Module. Early in 2018 we were granted our second star by Sustainability Victoria for actively working to minimise our waste and divert more waste to recycling.

Our school has achieved the Core module and 2 stars thus far:



2 Stars: Discovering

Actively engage the school community on sustainability issues and opportunities and who can help.

We are currently working towards completing our water module, with the school community looking at ways in which we can reduce the amount of water used in our school, and educate each other on best practices for our homes too. Being members of SWEPP alerts us to any possible spikes in water usage, which we can then immediately address.

Kids Teaching Kids Conference

This year our Year 6 student representatives presented a mainstage performance at the Kids Teaching Kids Conference held at Melbourne University this October. In their performance they explored the theme of 'Day Zero', highlighting the fact that Cape Town, South Africa will possibly run out of water in the near future. The students took the audience through the past (highlighting where and how water was overused), present (what is being done now to conserve water) and the future (what could happen if we are not able to reduce our water consumption). The students performed in front of about four hundred people at the gala dinner. All props and costumes were made by the students using recycled materials. Over the course of the two days the students represented St Patrick's in an excellent manner.

Sustainability in the Curriculum

The Year 3 students have participated in cooking, gardening and sustainable practices throughout the year. They have used our edible garden produce to create sushi, cauliflower rice, pumpkin fries- sweet, salty and spicy, bruschetta and poached pears and apples.

Classes have continued to embed sustainable practices into everyday routines, with a particular emphasis on improving our recycling practices. Next year we are moving to

encouraging nude food days every school day. This will hopefully enable us to divert more landfill to recycling.

In 2019 we are introducing a Year 6 gardening team who will be responsible for assisting Danny in maintaining the garden and educating the school on ways in which we can ensure our outdoor environment is respected and utilised by all members of our community.

ICT

Increasing our digital devices has been a main priority with Digital Technologies over the last 3 years. We are aiming to improve the effectiveness and efficiency of our learning and teaching by giving students greater access to devices. We believe that digital devices (ipads, chromebooks, laptops) support learning and engage students. Students are able to demonstrate learning in a number of different ways and it is vital that students are exposed to a number of different devices to be competent users of technology.

This year we have purchased an additional 24 chromebooks, creating a set for Year 3. This has allowed us to integrate 'Google' further down in the school and allow students to work collaboratively and for teachers to give immediate feedback.

We have purchased an additional 28 ipads, creating a set in Prep and Year 1 and a set in Year 2. We have purchased 24 Google Cardboard headsets which will allow students to become immersed in virtual reality. It requires a smartphone and a closed network to work. The closed network has been set up, however we only have 3 smartphones which have been donated. We will need a set of 24 phones, however next year the IT budget will be going towards purchasing more chromebooks. So, in 2019, we can incorporate VR in Digital Tech lessons with the 3 phones to build students' curiosity and build teacher capacity. Teachers have been introduced to Google's VR and have been shown how they can lead an 'expedition' and take students to almost any place on earth.

As a staff we have unpacked the Digital Technologies curriculum and looked at how Digi Tech can be taught in other curriculum areas. We brainstormed different lesson ideas for different year levels over a 2 week period. A small group of staff also built on their Google knowledge by completing short online courses organised by CEVN (Google Drawings, Google Sheets, Google VR and Google Forms.) That group then presented their learning to the whole staff and will be able to facilitate Google practice and learning at St Patrick's.

Year 6 trialled digital portfolios last year and it was a big success. This year we have implemented Seesaw Digital Portfolios from P-6. P-2 use Seesaw on iPads and 3-6 can use it on chromebooks. We have the paid subscription which allows students to keep their journal year to year. Teacher can comment on students' work and give feedback.

Parents are sent an invitation to connect to their child's journal and then can check their child's journal every day on their device. The aim of Seesaw is to give students ownership over their learning and allow them to reflect on their learning, be more sustainable and build a bridge from school to home as parents can stay up to date with learning in the classroom. Cybersafety is paramount, therefore Youtube has been blocked for students as well as the website 'Coolmaths'. Google images has also been blocked as some images are not appropriate for students. Students are using Google Safe Search Kids as a substitute image search engine.

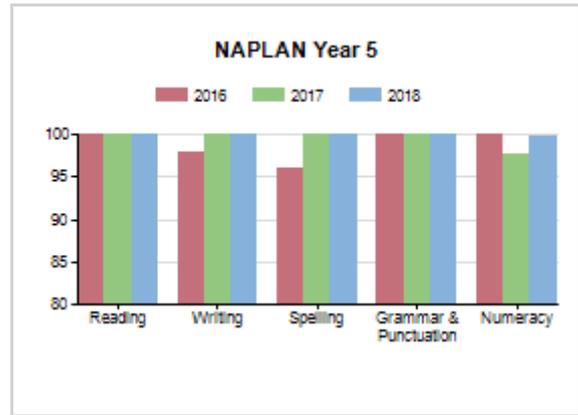
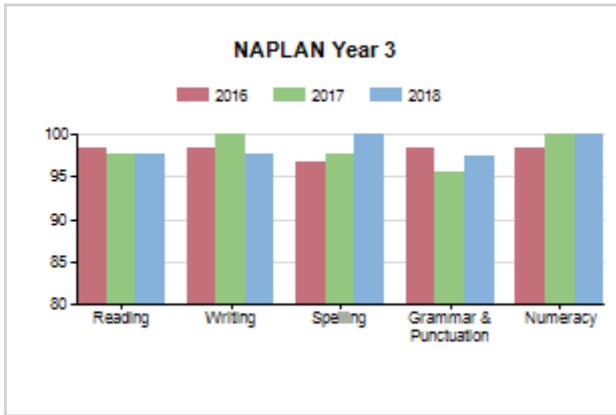
2019 goals:

- Purchase 80 chromebooks to introduce chromebook in year 2 and go 1:1 in year 5 and 6 and 1:2 in 2-4
- Purchase 12 ipads to make it 60 in Prep and 1
- Remove old Acer desktops out of junior classrooms and replace them with Asus desktops from the senior classes.
- Purchase a few laptops for senior classes as Asus desktops are being moved to juniors.
- Purchase/lease new servers so school can continue to operate efficiently without hindrances
- Possible 'cloud backup' rather than backing up to a hard drive
- Continue to improve infrastructure and Wi-Fi as we are purchasing additional devices
- Move teacher common server to google drive and cull its size to save backup storage
- Parent evenings to showcase new devices and students ICT skills
- Purchase of robotics to further engage students in Digital Technologies curriculum
- Implement STEM learning in 2019
- Research STEM resources
- Continue to implement cyber safety measures to ensure students are safe and using internet/devices appropriately
- Organise Cybersafety parent evening run by the Federal Police for Term 1 2019
- Organise Cybersafety student workshops run by the Victoria Police for Term 1 2019
- Introduce Google VR to students

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	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	98.4	95.5	-2.9	97.5	2.0
YR 03 Numeracy	98.4	100.0	1.6	100.0	0.0
YR 03 Reading	98.4	97.8	-0.6	97.7	-0.1
YR 03 Spelling	96.8	97.7	0.9	100.0	2.3
YR 03 Writing	98.4	100.0	1.6	97.6	-2.4
YR 05 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 05 Numeracy	100.0	97.8	-2.2	100.0	2.2
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	96.0	100.0	4.0	100.0	0.0
YR 05 Writing	98.0	100.0	2.0	100.0	0.0



In 2018, the NAPLAN data showed us that the Year 3 cohort of students nearly met the minimum standards set by the state 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 in all areas tested via the NAPLAN test.

Literacy has been a major focus for the school over the past two years and will continue to be in 2019 as part of the School Improvement in Literacy program which has been led by our Literacy Leader Jennifer Smith. In 2019 we will continue to work 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 and Student Diversity

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 wellbeing development of all members of our school community by providing equitable access and opportunity for all. 2018 began with a "SWELL" start that focused on creating effective learning environments developed around the belief that at the beginning of the year time is set aside for laying the foundation for the learning environment and classroom culture.

We have continued to use Restorative Practices within our school as a strategy to help repair relationships that have been damaged through conflict and as a way to promote resilience and the building of positive relationships within the school community. This has helped our students to become aware of the impact of their behaviour on others through personal accountability and learning from conflict situations.

The use of Berry Street resources have helped equip teachers with an understanding of how to developmentally support the social and emotional skills of students. There has also been an increased whole school focus on the eight dispositions taken from the Berry Street Education Model. Students present their learning about dispositions at assemblies and in the newsletter highlighting a different disposition each term.

Staff created student friendly, 'I can' statements relating to the Victorian Curriculum, Personal and Social Capabilities. This has helped our students understand the skills needed to recognise, understand and evaluate their emotions, demonstrate an awareness of their personal qualities, develop empathy, work constructively in teams and with managing challenging situations. In addition, we have focussed on cyber safety education, mindfulness, Better Buddies, the explicit teaching of a growth mindset and offered the Seasons program.

The school welcomes parents and families into the school and this is evidenced by the number and nature of family oriented activities throughout the school such as Grandparents' Day which saw several hundred families attend, Sacraments, sporting events, the whole school concert and Italian Day, just to name a few activities.

Throughout 2018 our school has continued to refine the process of identifying students who require intensive levels of support in either the academic and/or behaviour systems as outlined in the three tiered Intervention Framework to allow students to actively and successfully engage in appropriate learning activities. Our school has continued to develop systems where academic data is collected and reviewed to target students who require extra support in both literacy and maths. The school uses this data to identify priority areas for improvement and differentiation for individual students. Explicit targets and timelines are set for individual students and these targets are reviewed each term. Targets set for each year level are also reviewed depending on the needs of each cohort and can be adjusted accordingly. The two main types of intervention occurring are Levelled Literacy Intervention and Maths Intervention targeting approximately 20 - 30 students each term. These programs are staffed by trained teachers and Learning Support Officers who are overseen by the Learning and Teaching and Learning Diversity Leaders.

Data has also been collected about the Social and Emotional needs of students in the form of google questionnaires. This data is then used to determine the focus of individual class Circle Time to target the individual needs of classes. In addition, students who require high levels of behaviour intervention have been referred to our school psychologist who joined our school half way throughout the year. In addition, students who have other social and emotional needs such as high anxiety or school refusal have also been referred to the school psychologist.

We also have a number of Allied Health professionals who visit our school on a regular basis such as, Speech Pathologists, Physiotherapists, Occupational Therapists, Visiting Teachers for students who have ongoing health problems and hearing and vision specialists.

Funding for Students with Disabilities was determined this year for the first time using the National Consistent Collection of Data. Our Wellbeing Team consisting of 5 members who oversaw the inclusion, moderation and collection of this data. This change has enabled our school to include a more diverse range of students in our count thus increasing our funding for 2019 giving us the opportunity to employ another Learning Support Office and a psychologist for 2019. Personalised Learning Plans are developed in conjunction with parents and teachers to set goals for students who have diverse needs.

Teachers have pursued a range of Professional Development opportunities relating to the whole school needs, class needs and their interests. Professional Development relating to the use and review of PAT data will also support teachers with the identification of students who require extra support. The CEM eXcel professional development relating to Wellbeing for Learning has given our school a framework to promote a common understanding, enable consistent approaches,

develop a shared commitment and encourage conversation, reflection and action for 2019.

VALUE ADDED

- Year 5 & 6 camping program
- Professional development on Restorative Practices
- NCCD professional learning
- Focus of Dispositions and SWELL week
- School Production
- 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: Basketball, Football
- Whole School Celebrations: St Patrick's Day, Walk to School Day, Grandparents' Day
- SEASONS
- Maths Olympiad
- Premiers Reading Challenge
- G.A.T.E.W.A.Y.S.
- Tournament of the Minds
- Kids Teaching Kids Conference
- Big Green Schools' Conference
- Social Justice Conference

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.1
Y02	94.2
Y03	91.7
Y04	93.6
Y05	91.2
Y06	93.1
Overall average attendance	92.6

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 & after 1:50pm;
- » 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.

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.
- Throughout 2018, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

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

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.
- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in (Name of the Program/s) played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

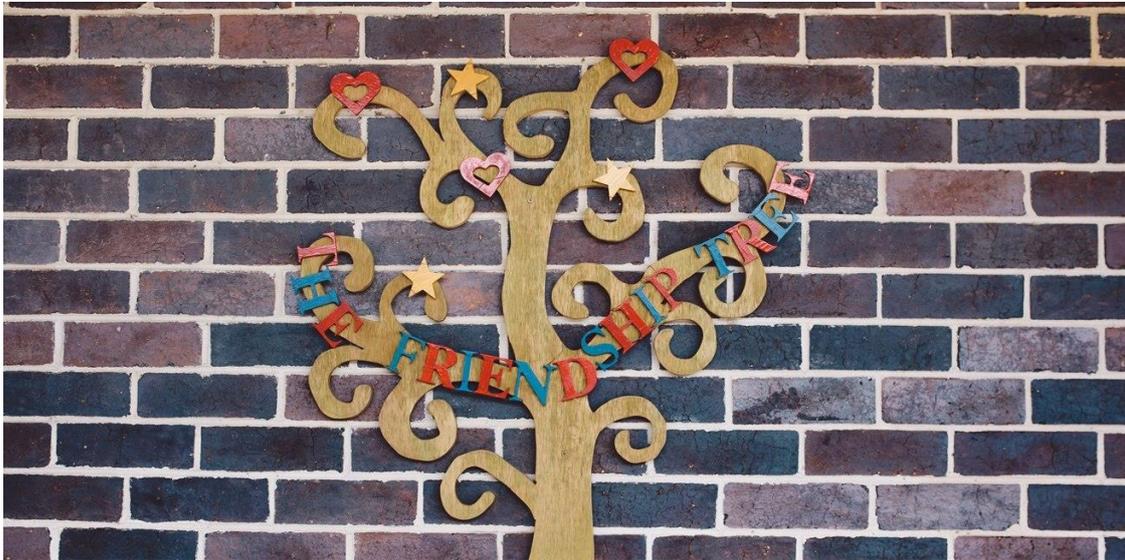
- St Patrick's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Human Resource Practices

- St Patrick's continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Works'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
 - Position advertisements
 - Position descriptions
 - Referee Checks
 - Key Performance Indicators have a Child Safety focus
 - Victorian Institute of Teaching Registration (VIT)
 - Working With Children Checks & National Criminal Record Checks
 - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Patrick's remains committed to ensuring the well-being and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

Employment of new staff letters of appointment have been 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

2018 has been a very exciting year for St Patrick's as we have continued the second year of our school improvement plan post our review. The school has continued to grow and we have been proud in the level of interest that has been shown from outside families in wanting to be a part of the St Patrick's community.

We have continued to work closely with staff to offer the required support to assist them with performing their job. This has included more professional development and the opportunity to work with leaders from the school to increase their knowledge of specific key learning areas. The key area of improvement has been the work of our Enhancement Teacher who has worked with all class teachers to assist them in supporting students who are in the top 10% of the class in any given area.

Going forward in 2019 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. Our goals in 2019 from a leadership perspective will be:

- Employment of a psychologist to assist with a variety of students throughout the school.
- An increase in the number of LSO supporting our students.
- The development of a Masterplan to look at a 10 year plan for our school and the site
- The building of shade cloths on the yard to provide more shade for our students when outside
- The continued development of the Tournament of Minds to enhance the learning of senior students throughout the school
- The re-location of the Italian Cultural Hub to the library loft as we need another classroom in 2019
- We will have another information for parents on cyber safety so that we can ensure the children are safe when on their devices.
- Continuation of the enhancement leader role to ensure that we monitor the needs of our top 10% of students.
- Introduction of a Maths Intervention teacher to support students in junior classes.

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 five years and next year we will add an eighth LSO to support our Literacy and Numeracy intervention programs.

We are extremely proud of our achievements and results in 2018, with 50 students joining Prep and 10 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 2019 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 2018

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

26

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2650

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 2018 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 Concert in 2018. This was a huge community event with over 100 people attending the performance at Robert Blackwood Hall. This was led by Mrs Ann Earle and ably supported by a wonderful staff and parent community. This was a wonderful evening for all of the community.

FUTURE DIRECTIONS

Our 2017 review was undertaken with ACER using the School Improvement Tool. From this we looked at Learning and Teaching areas of improvement for the school. The following chart looks at our accomplishments in 2018 and goals for 2019.

Area	2018	2019
RE	<ul style="list-style-type: none"> • RE pedagogical survey-conduct both teacher and student (Years 3 -6) survey • Use data (from survey) to drive planning and teaching of RE • Familiarise staff further in the RE renewed framework • Unpack standards and write 'I can' statements from P - 6 • RE/Inquiry planners • Continue to promote prayer and music within the classroom -focus on non-negotiables. • Moderation PLT with work samples • Continue promoting pre and post testing in RE • Purchase of Bibles for Yrs 5 & 6 • Review of Family Masses • Purchase materials for teaching of Reconciliation • Revisit scope and sequence of Mass responses 	<ul style="list-style-type: none"> • 'I can' statements in the five content areas of RE (add to and revise) • Establish and implement updated Inquiry planner that works with the split screen model and includes RE, Humanities and Capabilities • Use of Term overviews as a way of planning for RE each term • Review scope and sequence of Mass responses • Conduct survey of Years 3 - 6 students in Feb and again in October/November • Conduct RE survey of staff at the commencement of the year and end of the year • Professional development for staff on areas of need or interest • Resourcing of staff using new thinking strategies in RE • Professional development on the use of provocations • Purchase resources for RE classroom teachers • Purchase of Bibles for Yrs 5 and 6 • Whole school reconciliation to be organised • Organise Parent information evenings Term 2 • Set up new Atrium in the Parish Community centre • Preparation for Sacraments of Eucharist and Confirmation • Conduct in-house retreat for First Communicants
Learning and Teaching	<ul style="list-style-type: none"> • Review 2 year scope and sequence • Review capabilities project and implementation and assessment of the capabilities • Review if network days are worthwhile - do 	<ul style="list-style-type: none"> • 'I Can' statements for Intercultural Capability • Year 6 Leadership for 2019 - Health and Wellbeing, Social Justice, Sustainability and

	<p>we attend because they are scheduled or if relevant to our work</p> <ul style="list-style-type: none"> • Mayor focus on the Thinking Curriculum and Thinking • Tools • Continued to expand the work on curriculum development through implementation of PLCs. Able to cover Wellbeing - parent surveys, RE Inquiry 'I Can' statements for P-6, further develop digital technologies and explore online Google modules, culled P-2 guided reading materials, maths created resources for maths walls, analysed NAPLAN and made recommendations for literacy and numeracy, • Class teachers participated in ACER Webinars on the Band Report and the longitudinal reports • Organised and attended school visits for RE Inquiry • Introduced Tournament of Minds with Learning Enhancement Leader for the competition as well as Years 3-6. Years 5 and 6 worked across levels • Unpacked the Capabilities and have 'I can' Statements for three areas so far. • Each year level to develop a unit of work on the questioning and possibilities strand from the CCT with an assessment component • Developed RE/Inquiry/Capability planner and will use schoolwide in 2019 	<p>Garden Team and work as STEM based problem solving investigations</p> <ul style="list-style-type: none"> • Introduce a Learning and Teaching Team in 2019 so school leaders can support each other and present a coordinated approach to teaching staff • First Round of PLCs - investigate new resources Spelling Matters, Inquisitive and 6 Traits of Writing • Second round of PLCs - investigate resources e.g. starportal.edu.au, Australia's science channel, VCAA stem resources. Fuse for RAT and Capability assessments, ABC website for science ideas • Introduce STEM learning in Years 5 and 6 and match to ToM work with Learning Enhancement Teacher • Establish and implement updated Inquiry planner that works with the split screen model and layers RE, Humanities, Capabilities and Dispositions • Look to resourcing staff for learning and teaching that will enrich the curriculum for our students • Develop a school vision of what STEM looks like e.g. any STEM investigation must allow for multiple outcomes in order to allow for differentiation and creative thinking • Ideas for STEM - spaghetti bridges, marble drop, water slide, nesting boxes, • Engineering component of STEM is in the Digi Tech Curriculum so need to explore this and make it stand out for Learning and Teaching PLC • Rework Assessment Schedule so it better reflects our new way of delivering the curriculum in Years 3-6 • Roll out STEM in Semester 1 for Years 5 and 6. Then at the end of Semester 1, have an expo for Year 3 & 4 and start STEM Semester 2 for Years 3 & 4. Roll out STEM P-2 2020
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<p>Literacy</p>	<ul style="list-style-type: none"> • Use of F&P reading records to monitor student comprehension across the learning year • Analyse PAT-R and use the data for next teaching groups • Introduced Non negotiables for the teaching of literacy • Resources for P-2 guided reading to be sorted, culled and new materials to be nominated and sourced • Spelling Scope and Sequence to be fully implemented and tracked • UK letters and Sounds to be tracked and reviewed • Writing Scope and Sequence to be reviewed and documented • Trialled '6 Traits of Writing' with prep and will introduce P-5 in 2019 • Analyse Reading Records P-6 to see how we went reaching our benchmarks and to set new benchmarks for 2019 • Review non-negotiables of the Literacy and Numeracy blocks • In November 	<ul style="list-style-type: none"> • Implement Smart Spelling as a resource for spelling P-6 • Implement 6 Traits of Writing P-5 • Look to resourcing Guided Reading for P-2 with texts that support our inquiry units • Raise the profile of Oral Language across the school and develop a P-6 Scope and Sequence. • Delve deeper into PAT-R and use more of their resources available on the Oars website • Embed non-negotiables of the literacy block • Review and rework independent reading resources for P-2 • Look into a new look at Feedback
<p>Maths</p>	<ul style="list-style-type: none"> • Pre and Post-tests to inform planning- use of Essential Assessment pre-tests in planning in order for teachers to teach to the point of need- • PLT on Essential Assessment in Term 2 and the different ways to look at the data to inform Workshops. • Moving forward, by the end of Term 2 go to Level planning to discuss how to ensure that workshops are happening at least once a week so that Semester Two across the school this is happening. • Math Vocabulary- to ensure that word problems are integrated into lessons every week regardless of the topic • Subscription purchased for differentiated word problems to be sent on a weekly basis for whole school- this is based on our Essential Assessment, NAPLAN and PAT data which shows our students struggle when faced with math in word problem. • On Staff closure day on Friday 8th June, this will also be addressed by Jo Pringle and Jan Walker. • By the end of the year a goal would be so ensure that a lesson on math vocabulary/ word problems are in everyone's work program and the language of maths is evident in classrooms. • Mental Maths- Scope and Sequence 	<ul style="list-style-type: none"> • Yearly Overviews- All year levels to adhere to the Overviews as completed with Jan and Jo • Math planner- A consistent planner with everyone following the same daily structure that is noted in planning of mental math, weekly word problems, workshops etc • Vocabulary lesson every two weeks on the Monday- when starting a new topic block every 2 weeks as in overview, first lesson is addressing the language that will be covered in this topic. Also looking at pre-test and any misconceptions from that together • Word wall- topic words on display as the 'third teacher', embed this idea further • Differentiated tasks for the more able as working with the Learning Enhancement teacher that according to the Pre-test data • Math intervention groups will now be running from Year 1- Year 6. Student identified from Pat/ Essential Assessment/ NAPLAN and teacher notes.

	<p>established for Addition and Subtraction, Multiplication and Division and Number Word.</p> <ul style="list-style-type: none"> • A whole school Mental maths tracker has been developed and shown at a PLT. By the end of Term 4 my goal would be that this tracker is completed for every student in the school and moving forward next year data is there to inform teaching planning of mental strategies. • Mental Math books have been purchased one for each teacher to help with this. • To stretch the more able in mathematics across the Year Level based on 2017 NAPLAN - students had not made expected growth in Year 5 when achieved high points in Year 3- Math Olympiad is taking place once a week with students from Year 5 and Year 6. Also an extension group is occurring once a week in Year 3. My goal would be to provide mathematics extension for the more able working alongside the Learning Enhancement Leader. • A whole school of different strategies. Whole school Numeracy Scope and Sequence for Written strategies. To be shown at a PLT in Term 3 with teacher input. • By end of year mental maths embedded into every classroom, and tracker used, word problems and vocab a focus every week, pre and post testing used for planning, differentiated tasks for each lesson, math walls, math planning 	<ul style="list-style-type: none"> • Math word problem and multi step questions- highlighted as a priority from our data this year- word problems need to be once a week, don't need to be the topic that is specifically be taught and should be a challenge for the students • In Term One/Two - PLT on math word problems and investigations • Further embed mental math and tracker • Further embed math workshops in Number and Algebra and Measurement and Geometry at least twice a week • Further embed using our pre and post data to inform our planning
<p>Digital Technologies</p>	<ul style="list-style-type: none"> • For staff to be confident in teaching the Digital Technologies curriculum • For staff to understand the importance of the Digital Technologies curriculum and acknowledge it has to be taught • To acknowledge that simply using devices is not teaching the curriculum, there needs to be a reason, purpose and learning outcome • In house PD to support staff on the curriculum, give ideas and show how it can be integrated in other curriculum areas • Show staff other types of PD they can do in their own time eg Google course, MOOCS courses • Continue to develop staff capacity and confidence with Google Tools (how to access and complete Google online courses on CEVN) • Ensure IT equipment and school resources are operating efficiently to ensure students can maximise learning opportunities- work 	<ul style="list-style-type: none"> • Purchase 80 chromebooks to introduce them into Year 2 and go 1:1 in year 5 and 6 and 1:2 in 2-4 • Purchase 12 ipads to make it 60 in Prep and 1 • Remove old Acer desktops out of junior classrooms and replace them with Asus desktops from the senior classes. • Purchase a few laptops for senior classes as Asus desktops are being moved to juniors. • Purchase/lease new server drives so school can continue to operate efficiently without hindrances • Possible 'cloud backup' rather than backing up to a hard drive • Introduce Google VR headsets to students (only have 3 devices) • Continue to improve

	<p>with technician to solve issues</p> <ul style="list-style-type: none"> • Digital Portfolios P-6 by the end of the year, making them more sustainable and more of a learning journey. It will follow the student year to year and parents can check their child's journal every day on their device. Build bridge from school to home. • Support staff with Seesaw management • Continue to roll out more wireless devices as desktops around the school reach the end of their life • Started moving teacher common server to google drive to save backup storage- there are teething issues • Learning and Teaching, Learning Enhancement and Digi Tech Leaders have attended STEM PDs to plan for 2019 • Continue to implement cyber safety measures to ensure students are safe and using internet/devices appropriately- block google images as some images are not appropriate and block Youtube • Organised Cybersafety workshop run by Vic Police and for Term 1 2019 for year 3-4 and 5-6 • Purchased laptops for prep-year 2 so they can learn the windows platform • Purchased chromebooks for year 3s • Purchased ipads for preps and ones • Premium subscription to Mosyle ipad manager to update ipads instantly 	<p>infrastructure and Wi-Fi as we are purchasing additional devices</p> <ul style="list-style-type: none"> • Move teacher common server to google drive and cull its size to save backup storage • Parent evenings to showcase new devices and student's ICT skills • Purchase of robotics to further engage students in Digital Technologies curriculum • Implement STEM learning in 2019 • Research STEM resources, language, vocab and skills to teach staff • Continue to implement cyber safety measures to ensure students are safe and using internet/devices appropriately- block google images as some images are not appropriate • Ensure all teachers know that students are not to use devices during wet day play • Organise Cybersafety parent evening run by the Federal Police for Term 1 2019 • Introduce and implement Team Drives, where staff can save work programmes and have access to PLP information. Team Drive will not allow staff to delete files • Rollover Seesaw, PAT Online, Google accounts, NForma • Reporting on RE is going to change this year. PD with Steve Clarisse 5th March to discuss changes • New back up system
<p>Wellbeing</p>	<ul style="list-style-type: none"> • Regularly review student survey data to determine what circle time activities need to be addressed in each year level • Use parent survey data to determine and develop a explicit plan to address parent concerns • Regular promotion of each disposition as we move through the 2 year cycle • Regular review of data to determine which students require intervention in maths and literacy • Regular wellbeing team meeting to discuss student needs 	<ul style="list-style-type: none"> • eXcel PD and audit to determine future directions in wellbeing • 'I can' statements for personal and social capabilities • School psychologist employed to work with students, parents and staff • Wellbeing surveys conducted to identify future circle time directions • PD for staff on Restorative practices and circle time

	<ul style="list-style-type: none"> • Develop partnership with the parent community through school and social functions • Use of restorative practices embedded in the school • Introduce students speaking at assembly about the dispositions 	<ul style="list-style-type: none"> • Professional Learning - disability standards modules, mandatory reporting and other Professional learning (e.g. Vision Australia - Dylan) • Regular wellbeing team meeting to discuss student needs • Develop partnership with the parent community through school and social functions e.g. Grandparents day • Students speaking at assembly about the dispositions and promoted in the newsletter • Purchase resources
Student Diversity	<ul style="list-style-type: none"> • Complete NCCD coordination and review • Wellbeing team to review NCCD • Use of data to determine 'at risk' students • Regular PLP and PSG meetings to include 'at risk' students • Coordination of all student services such as psychology and SCOPE services • Coordination LSOs to support students with special needs and Intervention Programs • Plan to address student needs and intervention for 2019 (E.g change the way we are addressing using our LSOs to student diversity) 	<ul style="list-style-type: none"> • PLPs in place for at risk students and students identified as extensive or substantial for NCCD funding • Regular PLP and PSG meetings to include 'at risk' students • Use of data to determine 'at risk' students to determine intervention groups • Flexible minimum school literacy and numeracy targets • Increased LSO support - Joanna, Mary, Di (extra day) employed • Maths intervention to include senior classes • Increased Maths and Literacy intervention times • Liaise with Allied health professionals, speech SCOPE, OT, physio • Complete NCCD coordination and review • Wellbeing Team to review the inclusion, moderation and collection of NCCD data • EAL (new curriculum)
Learning Enhancement	<ul style="list-style-type: none"> • Tournament of the Minds planning and teaching • Introduction of mini tournament across years 5 and 6 • Introduction of thinking skills activities across years 3 and 4 • Purchase resources to cater for the high achievers • Analyse data to identify the school's high achievers • Worked with students in small groups on maths challenges 	<ul style="list-style-type: none"> • Assist in introduction of STEM learning in Years 5 and 6 • Tournament of the Minds planning and teaching • Work closely with other the other leaders to provide challenges for the high achievers • Coordinate the GATEWAYS program and challenges across the school • Continue to resource teachers to cater for the high achievers

		<ul style="list-style-type: none"> • Plan with class teachers to cater for the high achievers • Analyse data to identify the school's high achievers • Look at introducing extra curricular activities- debating club
<p>Sustainability</p>	<ul style="list-style-type: none"> • Data collection- Tracking the school's use of energy, water, landfill, paper and gas through the ResourceSmart schools. • Development of community partnerships through environmental projects with the local and broader community- Big Green Schools Conference, Kids Teaching Kids Conference • KTK Conference mainstage performance • Environmental network meetings through City of Kingston • ResourceSmart meetings with facilitators • Living Eggs program- 2 batch hatches • Waste and water audits • Purchase of kitchen equipment for the Garden to Kitchen program • Worked with year 6 sustainability team and Dayna 	<ul style="list-style-type: none"> • Continue with ResourceSmart program- tracking bills and usage • Complete waste and audits with Kingston Council/ResourceSmart facilitators • Reduce and monitor the waste amount to well below our baseline • Aimed completion of the water module to become a 3 star sustainability school • Establish a partnership with friends of.... • Increase Nude Food Days • Embed daily practices across the school • Work with Year 6 leadership team to embed sustainability practices • Continue with the Garden to Kitchen program

VRQA Compliance Data

STAFF RETENTION RATE	
Staff Retention Rate	88.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	18.2%
Graduate	27.3%
Graduate Certificate	4.5%
Bachelor Degree	72.7%
Advanced Diploma	36.4%
No Qualifications Listed	4.5%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	23.5
Non-Teaching Staff (Headcount)	12
Non-Teaching Staff (FTE)	9.2
Indigenous Teaching Staff (Headcount)	0

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