

ANNUAL REPORT TO THE SCHOOL COMMUNITY



ST PATRICK'S CATHOLIC PRIMARY SCHOOL MENTONE

2019

REGISTERED SCHOOL NUMBER: 0836



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Minimum Standards Attestation

I, Tim Noonan, attest that St Patrick's Parish 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 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

June 17th 2020

Our School Vision

St Patrick's Vision

*With Christ in the heart of all,
the St Patrick's community aspires
to create an engaging and
challenging environment to enable
students to become active and
informed citizens in an ever
changing world.*



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 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.
- 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 2019 we began the year with 247 families and 16 classes and 372 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 Learning Diversity Leader. The Learning and Teaching Leader is also the Literacy Leader and shares a class as well with the ICT Leader.

Principal's Report

2019 has been a very exciting year for St Patrick's as we have continued to grow in numbers and further develop the programs we have offered to our students. Prior to the year starting, we purchased new furniture for the Year 3 classroom next to the staffroom as that needed an overhaul for the children that were entering that class this year. We also completed building works in the Library to create a classroom for Mary Caliri so that she had a space to teach Italian each week. Both are not ideal rooms, but they have served a purpose and have allowed us to continue our growth as a school.

As I have mentioned at Board meetings this year, a priority for our school has been to develop our Masterplan to complete an upgrade of the junior wing of the school. This will involve remodelling the building and adding a second story with six classrooms. The design will also join the main building and the O'Hanlon Centre to the junior wing and allow disabled access to all parts of the school without having to add another lift. This will be another asset for our school as we have never had this access throughout the school. The stairs to the Art Room are a problem for students with physical challenges and this new access point will be beneficial for them.

We have applied for capital grants which have been unsuccessful but this year the State Government offered dollar for dollar grants to assist schools that may not normally qualify for funding. Catholic Education Melbourne have informed us that we will not receive this funding in the first round which will be announced in December, but they are hopeful this will be available to us in Round 2. Tim Richardson, the member for Mordialloc has been a great support to us and last week invited the Minister of Education, Mr James Merlino to the school to look at our plans and have a tour of the school. He was very supportive of our plan and understands that we are in desperate need of more classrooms in our school.



We are extremely pleased that we have continued to promote our school and increase our enrolments. In 2020, we will be welcoming 60 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 10 students joining us in other year levels other than prep to bring our numbers to 379 in 2020. We believe that we are reaching an optimum number that will provide all the services the children 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.

I would like to congratulate our Year 6 teachers and students on bringing 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, led 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 second 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

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.

First Holy Communion was celebrated on the weekend of the 22nd and 23rd June. Fifty four students were presented for the sacrament from Year 3 including one from Year 5. They were well prepared by the teachers- Sue Benoiton, Dayna Bradley, Antoinette Corp and supported by Maria Scalzo (REL), 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 and created their individual First Communion posters. Father Michael McEntee visited the students and spoke with them about the sacrament.

Confirmation was conferred by Episcopal Vicar Father Brendan Hayes on 17th July. The students were prepared at school by their teachers, Chris Giosis, James Daidone, Jennifer Smith and Eloise Verstoep, supported by the REL, Maria Scalzo, staff and parents. Two parish candidates joined the Mass and were prepared by Sr Damian Lai. The candidates also participated in a Confirmation Retreat at Lysterfield and the preparation day with St John Vianney's and the Parish candidates.

The Sacrament of Reconciliation was celebrated on Saturday 16th November at St Patrick's Church. The Year Two students were prepared by their class teachers – Bianca Daidone and Amanda Unwin supported by Maria Scalzo (REL), members of the leadership team, staff and parents. The students 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 individual confessions, the students and their parents read a prayer of thanksgiving.

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

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. A group of Year 6 students attended the Mission Mass in October this year.

Our altar servers, this year, were trained by Maria Scalzo. We have had eight students who have commenced altar server training from the Year 3 cohort. The students have been extremely enthusiastic and willing to participate wholeheartedly in their training. They have commenced serving at school Masses throughout Term 4.

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 plan and assess in RE using the new planner. Staff were invited to delve further into with the Horizons of Hope document. Early in the year the Teacher and Student Pedagogical survey was administered and results were tabled and discussed at a PLT. Results were very favourable. Staff also received professional development on the use of provocations at the commencement of their unit of work. The use of REsource was explained and revisited.

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 and Literacy

2019 has been a deepening of key initiatives and pedagogies that stemmed from our review in 2017. It has been a year where we have strengthened our learning in our focus areas to further embed best practice into our curriculum implementation. In 2019 we introduced a Learning and Teaching Team to enable the school leaders a more organised way to support each other in their roles and present a coordinated and transparent approach to teaching staff. Through the continued participation in the CEM Capability project we have completed 'I Can' statements for each of the four capabilities. This has made the planning, teaching, assessment and reporting to parents about the capabilities clearer for teachers and students.

As a teaching staff we have continued to work in teams in our PLT meetings. This has allowed us to spend time inquiring into focus areas and then report back to everyone. Through this process we have investigated new resources Spelling Matters, Inquisitive and 6 Traits of Writing to see how they can be used to enhance our curriculum delivery. We explored online resources available to us and documented useful features to use with our students e.g. starportal.edu.au, Australia's science channel, VCAA stem resources, Fuse for RAT and Capability assessments, and the ABC website for science ideas. We also researched websites and resources to further enhance our Thinking Curriculum. Term 4 we worked in teams to unpack our PAT literacy and numeracy data to analyse student growth across a twelve month period. We sorted students into who's making good growth, not enough growth and who's cruising.

Through our level planning focus we have established and implemented an updated Inquiry planner that works with the split screen model and layers RE, Humanities, Capabilities and Dispositions. This has assisted teachers to continue to layer the curriculum and move away from subject based learning. This approach to planning will be further developed in 2020. Planning in this manner has also assisted us with being

more strategic resourcing of the content and has enhanced the delivery of the curriculum to our students.

Throughout 2019 we have introduced more STEM based learning. We rolled out STEM in Term 1 for Year 6. At the end of Term 1 we had an expo for Years 3 -5 to showcase the ideas behind a STEM project. In Term 2, Years 4 and 5 attended a STEM Day at Royal Melbourne Zoo and showcased their work to other year levels to further move this initiative along. Learning and Teaching and Learning Enhancement have worked together to resource and plan for this initiative to be implemented and managed. Along with the STEM initiative, the leaders have worked together to coordinate Tournament of Minds across the five/six level. This has been another very successful initiative which will continue in 2020.

Year 6 Leadership Groups for 2019 were adjusted to accommodate the larger cohort and to better reflect St Patrick's vision and beliefs. So rather than sport we now have 'Health and Wellbeing', Social Justice/Mini Vinnies established a far more concrete connection to the parish St Vincent de Paul group, Sustainability focused on waste reduction and implementing a better bin system to allow greater understanding of how to be more sustainable and environmentally friendly. The Garden Team stepped up to take a more active role in maintaining our wonderful outdoor spaces. The Year 6 leadership groups have had a very positive impact on our school community.

ACER (Australian Council of Educational Research) has approached us this year to take part in trials of new assessments they are creating. We participated in the early years maths and literacy trial and the new PAT Vocab trial. After analysis and discussion by class teachers and leadership, we will make these assessments part of our formal assessment schedule for 2020. As such we will review our Assessment Schedule for 2020 so it better reflects our varied scope of assessments we use to monitor students' learning and growth.

In Literacy in 2019 we unpacked and began to implement Smart Spelling as another resource for our spelling program Prep to Year 6. All class teachers and Learning Support Officers were provided with the opportunity to do the online training to help with the pedagogical approach to further enhance the teaching of spelling. To further our writing program we have implemented 6 Traits of Writing for Years Prep to Year 6. We have begun to reorganise guided reading and independent reading resources for Prep to Year 6. New resources have been added to our collection and this work will continue over the next 2-3 years.

2020 Goals for Literacy

- 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 in the Oars website

- Continue to embed and monitor non-negotiables of the literacy block
- Review and rework independent and guided reading resources for P-2
- Look into a new look at Feedback
- Explore PAT Vocab and depth our spelling program
- Explore how Naplan tests spelling and embed in our spelling program through Essential Assessment My Literacy
- Continue to re-organised Year 3-6 reading resources so they are more accessible for staff to use to enrich the reading materials used in the literacy program

Mathematics

Mathematics in St Patrick's in 2019 has been primarily working on proposed action areas as identified at the end of 2018.

This year we again worked with CEM consultants, Jan Walker and Mark Mudge on improving the pedagogy of the staff of St. Patrick's. Across year levels, teachers worked collaboratively sharing knowledge and ideas in the three strands of Mathematics: Number and Algebra, Measurement and Geometry and Statistics and Probability. We have addressed different content areas and how to plan a rich curriculum that caters for the many different abilities in any given classroom. In these sessions, we have also created a 'St. Patrick Mathematics planner' to plan out a unit of work as was a 2018 action plan. The planner has enabled the staff to have consistent vocabulary across the school, practicing the lesson method of 'Launch' 'Activities' and 'Reflection' with learning intentions and success criteria.

Staff have also had PD and help with understanding and using the 'Victorian Learning Progressions' in mathematics. A booklet was made and given to each teacher with the learning progressions for each area clearly identified. These learning progressions have been used to assist with the planning and development of lesson sequences.

Staff have also been shown a learning progression for the written strategies of 'addition, subtraction, multiplication and division'. A 'St Patrick Written strategies' document highlighting this has been created as a Scope and Sequence for Written Strategies.

Another 2019 action plan that has been an area of work is extending our more able students across mathematics. The Math Leader and the Learning Enhancement Leader have worked on identifying students that are significantly above average from assessments such as Essential Assessment, Naplan and PAT and providing their teachers with open ended tasks, projects and investigations to extend their thinking based on their current topics.

Word problems and multi step problems was an area that was identified as across the board. There has been more of an emphasis on consistent language and definitions across the year levels. Teachers get new weekly word problems sent every Monday to work with their students, Naplan questions are being used in classrooms and

Mathematical language are on display. Every fortnight, when a new topic is to start, teachers begin it by introducing the language that will be used and a greater understanding of the different mathematical terms.

Math intervention is working in Years One, Two and Three with some students from Years Four and Five. Students gaps are identified from assessments and are grouped together with their peers accordingly. These group sessions aim to target for twenty minutes a few times a week.

Mental mathematics has continued to be an important aspect of teaching in St Patrick's. Daily lessons on Mental mathematics targeting different areas from the Scope and Sequence across the schools. Students can also be tracked by teachers using a tracker and students can be identified for intervention in this way as well.

Pre and Post Data continues to be used to inform all teaching and workshops with staff starting each new topic with a pre test on 'Essential Assessment' and differentiated the topics and areas to suit individual needs.

Prep teachers continue to use the Early Years Interview in Term 1 to know the starting point of all the Prep students in Number.

Finally this year we helped run the inaugural **Year 5 Maths Games Day** at our school. Schools from throughout our region entered teams to compete through the Maths Association of Victoria. We had 80 students in teams of 4 participate in a range of problem solving activities, a games challenge-playing games such as mabble, prime climb, mancala and rowco and finished the day by completing a maths trail around the school. We received very positive feedback from participants and the M.A.V.

These games were also held as a PLT for the staff with staff having the opportunity to try out these new mathematical games of 'strategy' and shown how to differentiate for the games for the different levels.

Actions for 2020:

One action for 2020 is to implement and embed an **Online Digital Mental Math** resource. This is a new digital platform for online digital mental math and tracking across the school and will increase our teaching of mental math.

Number talks. An action is for an introduction of 'Number Talks. This is a concept to pose a simple arithmetic or counting question, along with the prompt to not merely answer the question, but to come up with as many different ways of answering the question as you can as a class group. PLT and PD to be held on these.

Math Trails. It is an aim to promote and encourage classes to get out in Math Trails around our school environment and surrounding areas. More PD and information to explore mathematics in our school with the idea that math is all around us

Naplan Question resource. An action is to work in PLC groups to create a resource of past Naplan questions under the different areas for teachers to access during math lessons.

Math Intervention -We hope to expand the Intervention into older year groups and target as many students with gaps as possible.

Family Game Night . An action is to plan a Family Games night again in Term One 2020 to encourage and promote math discussions and involvement within our family community.

Use of Data. Continued use of data analysis from PAT, NAPLAN and Essential Assessment will continue to be a focus for our planning.

Sustainability

In 2019 we were fortunate to receive a grant from Landcare and Woolworths. This enabled us to purchase coloured bins for each classroom, staffroom and work areas. Each area is now equipped with a 25L compost, soft plastic, hard plastic, paper and landfill bin. Due to the efforts of our school community we have been able to reduce our skip collection from weekly to fortnightly. Our aim next year is to reduce this further.

As a result of our efforts we were nominated for a Junior Landcare Award. Tim, Jennifer and Liz Lamb escorted four students to Government House for the awards ceremony. Even though we did not win our category we enjoyed the ceremony, a tour of Government House and the morning tea.

The Year 6 sustainability students have been instrumental in ensuring students and staff are using the bin system correctly through weekly inspections and providing education. The students regularly talk in each class, sharing information which will assist us to recycle even better.

Our Year 6 gardening group have supported Danny in the garden, by caring for the chickens, selling our produce on a Friday afternoon to the community and maintaining the garden beds.

Once again we have continued with our ResourceSmart School membership.

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



2 Stars: Discovering

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

We are continuing to work on the water module and our aim is to be a 3 star certified school by the end of next year (2020). Regular check in meetings with our facilitator Jess will assist in meeting our targets. We have also maintained our subscription to SWEP who alert us to any possible spikes in water usage.

We are in the midst of creating a scope and sequence map for sustainability which will further embed practices and understandings into our curriculum and daily teaching.

Students from the sustainability leadership group also participated in the two day Kids Teaching Kids Conference. Kingston Council provided sponsorship for the 8 students and 2 teachers to attend the two days. Over the course of the two days the students represented St Patrick's in an excellent manner.

Learning Enhancement

2019 was a very busy year at St Patrick's. Two teams of Year 5 and 6 students participated in the **Tournament of the Minds** held at Deakin University, Burwood. One group completed the Arts challenge, where they had to rewrite the Wizard of Oz to the Wizard of Aus, including two original songs, backdrops and costumes. The other team chose to complete the Language Literature challenge. This group had to create their own language feature as well as being experts on spoonerism, emoji, onomatopoeia, alliteration and malapropism. Each team prepared themselves extremely well and their performances on the actual day were amazing.

All year 5 and 6 students participated in our own Tournament of the Minds. In the first challenge they were asked to take a villain from a chosen Disney movie and turn him/her in a hero in a different Disney movie. The second challenge involved Arron Blabey picture story books being rewritten because one of the characters 'blabbed' the storyline. These challenges have focussed on improving and enhancing the critical and creative thinking skills of our students.

The Year Four and Five students participated in a partnership with **Zoos Victoria** this year called **Animals in Our Care**. They were asked to enhance the life of a creature living in the zoo. After an excursion to the zoo where they were educated about different animals and their daily lives, students researched one of interest and turned this idea into a 3 dimensional presentation. This formed their STEM project for the term. The students showcased these to the rest of the school. One team's project was selected to be part of the STEMMAD showcase day run by CEM. A team of students has also been invited back to the Melbourne Zoo to be part of the Fighting Extinction Showcase to be held later in the year.

Students from all levels have participated in various G.A.T.E.Ways sessions across the learning areas of science, maths and literacy.

ICT

This year we have again continued to increase the digital devices at St Patrick's. 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.

We have purchased a further 80 chromebooks. This has allowed us to have a ratio of 1:1 in years 5 and 6. We also rolled out a set in year 2, giving us 1:2 in years 2,3 and 4. We purchased an additional 12 iPads, creating a set of 30 in Prep and 30 in year 1. We have removed and disposed old Acer desktops through the school. The desktops in Prep and 1 have been replaced with more efficient Asus computers for junior students to use. Students no longer use desktops from year 2 to 6.

New hard drives have been purchased for the efficient operation of our servers. An independent physical backup platform has been purchased to ensure all our data is consistently backed up everyday. Most teacher data/files have been moved to the google cloud and removed off our physical servers so it doesn't need to be backed up.

Cyber safety is always paramount and this year in term 1 we had a cybersafety session for years 3-6 run by the Victoria Police. We also had a parent evening organised by the Federal Police. Both student and parent sessions were free and feedback from all involved was positive. Students all signed a User Agreement at the start of the year to ensure they are aware of their rights and responsibilities when using digital technologies at St Patrick's. Cyber safety initiatives and strategies are taught through our Digital Technologies Program and we have continued to implement cyber safety measures to ensure students are safe and using internet/devices appropriately- such as block google images as some images are not appropriate, games etc. All student emails are screened for language and leadership is notified immediately if there is any misconduct.

STEM (Science Technology Engineering and Maths) has been implemented this year in year 5 and 6. Staff have undergone some professional development to learn about STEM resources, language, vocab and skills. Through the Woolworths Earn and Learn program we received 6 Dash n Dot robots to be used for STEM learning and the Digital Technologies curriculum.

We will replace our entire phone system across the school- as we are getting NBN some infrastructure needs to be upgraded so it is compatible with the new phone system.

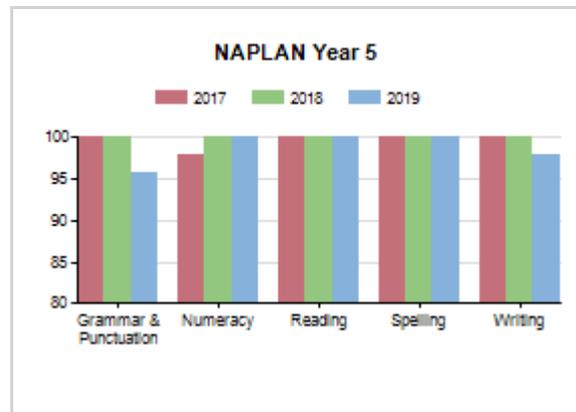
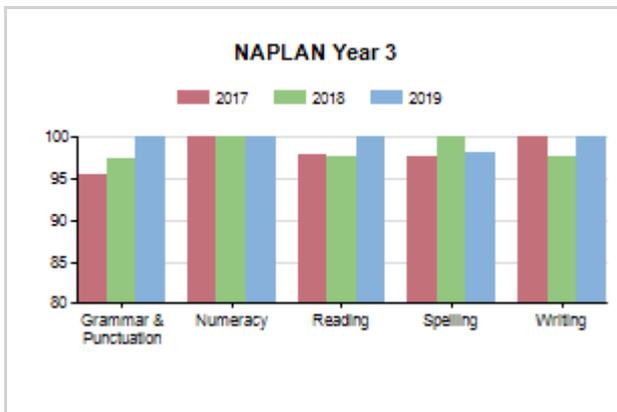
Goals for 2020

- Upgrade internet switches across school
- Upgrade WiFi WAPS across school
- Purchase 20 more ipads
- Purchase 10 chromebooks as spares
- Purchase 6 more Dash n Dot robots
- Introduce Google VR headsets
- Continue staff PD on STEM
- Apply for a STEM grant through CEM
- Continue staff G Suite for education PD

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 through digital technologies.

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

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	95.5	97.5	2.0	100.0	2.5
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	97.8	97.7	-0.1	100.0	2.3
YR 03 Spelling	97.7	100.0	2.3	98.1	-1.9
YR 03 Writing	100.0	97.6	-2.4	100.0	2.4
YR 05 Grammar & Punctuation	100.0	100.0	0.0	95.8	-4.2
YR 05 Numeracy	97.8	100.0	2.2	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	97.9	-2.1



In 2019, 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 to meet this standard but to ensure that all students are challenged to do their very best and achieve excellent results.

Nearly 100% of the Year 5 students reached the minimum standard 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 2020 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. We began 2019 with a "SWELL" start. During SWELL week teachers establish classroom procedures and protocols for the year, routines for Circle Time and Restorative Conversations and establish routines for a positive learning environments.

Students began the year by completing a junior or senior Wellbeing Survey. The individual class results from the survey informed the focuses for Circle Time activities as each class and year level had a variety of different results. 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 Dispositions have been further embedded into school practice. There is a focus on the 8 dispositions of: Gratitude, Self regulation, Love, Persistence, Hope and Optimism, Zest and Vitality, Social intelligence and Empathy over a two year cycle. Students present their learning about the dispositions at assemblies and the dispositions are highlighted in the newsletter on a regular basis.

'I can' statements relating to the Victorian Curriculum, Personal and Social Capabilities are being used in classes. Using this student friendly language helps students to recognise, understand and evaluate their emotions, demonstrate an awareness of their personal qualities, develop empathy, work constructively in teams and manage challenging situations.

In addition, we have focussed on cyber safety education, buddy activities, 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, The Sacraments, sporting events, the Art Show and Italian Day, just to name a few activities.

Throughout 2019 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. 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.

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. In addition, students who require high levels of behaviour intervention or social and emotional support have been referred to our school psychologist.

Our Wellbeing Team consisting of 5 members who oversaw the inclusion, moderation and collection of the Nationally Consistent Collection of Data. Our school has been able to include a more diverse range of students in our count thus increasing our funding for 2019 giving us the opportunity to employ more Learning Support Officers for 2020. Students with diverse needs are placed on Personalised Learning Plans that are developed in conjunction with parents and teachers.

Teachers have pursued a range of Professional Development opportunities relating to the whole school needs, class needs and their interests. One of the focuses for staff professional learning this year was to develop an increased awareness among staff of the increased levels of anxiety among our students through Professional Learning Webinars and the Be You website.

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

School Attendance

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.3
Y02	92.7
Y03	93.7
Y04	91.3
Y05	91.7
Y06	91.7
Overall average attendance	92.2

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.4%

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 2019, 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

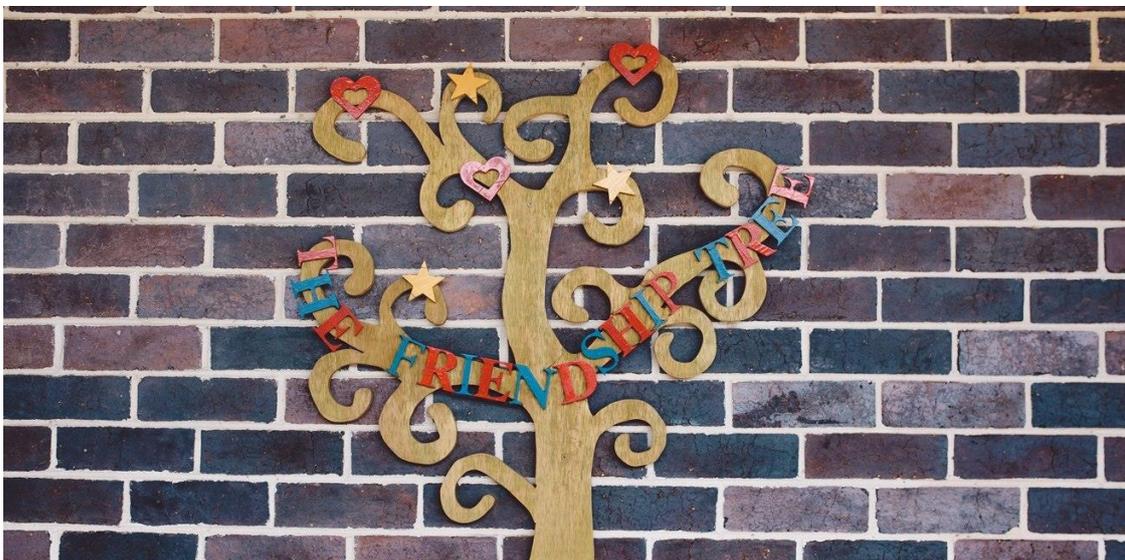
- St Patrick's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to 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

2019 has been a very exciting year for St Patrick's as we have continued the third 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 2020 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:

- Additional time for the school psychologist
- Preparation for the building program in 2021
- An increase in the number of LSO supporting our students.
- The upgrade of the senior toilets over the summer
- The continued development of the Tournament of Minds to enhance the learning of senior students throughout the school
- The relocation of the bike shed and the re-development of the outdoor kitchen so that it is more user friendly for staff and students.
- The upgrade of telecommunications system throughout the school
- The upgrade of IT infrastructure to allow the system to work better and the addition of more devices for students.
- Significant addition to the Literacy budget to assist classes with more materials
- Continuation of the enhancement leader role to ensure that we monitor the needs of our top 10% of students.
- Continue to develop the role of 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 eight in six years and next year we will add an tenth LSO to support our Literacy and Numeracy intervention programs.

We are extremely proud of our achievements and results in 2019, with 58 students joining Prep and 13 students joining other levels our numbers will continue to grow in 2020. We believe this is due to the facilities and programs we offer our families. With our goals and directions clearly defined for 2020 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 2019

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

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 2850

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 2019 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 2019. This was a huge community celebration over four days with a wonderful evening to open the Art Show, with food trucks, and some entertaining auctions. This was led by Mrs Tina Russo and was ably supported by a wonderful staff and parent community. This was a great event for the whole 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 2019. From this document we set our goals for 2020 that are now listed in our annual action plan.

RE	<p>Term 1</p> <ul style="list-style-type: none"> Count and distribute To Know Worship and Love texts to each class Audit Hymn books Count and distribute hymn books to each class Audit prayer table items for each class Purchase prayer table material for each class and hem each cloth Download all readings for Masses Teacher Pedagogical surveys and Student pedagogical surveys Analysis of the data from surveys to identify strengths and weaknesses in our RE program RE Network meeting Family and staff commissioning Masses organisation Liaised with parish office -Forwarded reading and POF to class teachers for family masses School Masses organisation- rosters, hymns, readings Newsletter articles Create RE display outside staff room Conduct PLT- Horizons of Hope, Lent Sourcing of resources, particularly Lenten resources Organised distribution of Caritas money boxes and posters Collected all monies from Lenten appeal and sent to parish office Purchase First Communion books for the students <p>Term 2</p> <ul style="list-style-type: none"> School Masses organisation- rosters, hymns, readings Download all readings for Masses Sacraments - First Communion and Confirmation Family Masses organisation Liaised with parish office -Forwarded reading and POF to class teachers for family masses Attended Family Masses Coordinating SJV and SP Parent Information evenings. Communion evening - Ingrid Green Organising in-house retreat for First Communion Liaising with Episcopal Vicar, Fr Hayes, re: Confirmation Mass and booklet. Purchased medals, necklaces, pins, candidate cards for sacraments Newsletter articles Create RE display outside staff room Prepare and Conduct PLT RE Network meeting <p>Term 3</p> <ul style="list-style-type: none"> School Masses organisation- rosters, hymns, readings Family Masses organisation Liaised with parish office -Forwarded reading and POF to class teachers for family masses Attended Family Masses
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	<p>Complete and print Confirmation booklet Confirmation certificates to be filled in. Liaise with Michael re: Communion Conduct First Communion retreat Organise for Michael to visit First Communicants Update SASS records for Confirmation candidates RE Network meeting Purchase First Reconciliation books for the students Update SASS records for First Communion candidates Newsletter articles Create RE displays outside staff room Download all readings for Masses Practice with students in the church - readers for readings and Prayer of the Faithful Send out information regarding altar servers Commence training of eight altar servers Prepare and Conduct PLT - Provocations and REsource</p> <p>Term 4 School Masses organisation- rosters, hymns, readings Practice with students in the church - readers for readings and Prayer of the Faithful Family Masses organisation Write prayers for Prayer of the faithful Liaised with parish office -Forwarded reading and POF to class teachers for family masses Attended Family Masses Newsletter articles Create RE displays outside staff room Continue training of eight altar servers Education Board report Organised for Year 6 students to attend the Children's Mission Mass at the cathedral Liaised with SJV REL to plan and organise First Reconciliation parent meeting Review and print First Reconciliation booklet Organise for Michael to visit candidates for First Reconciliation Update SASS records for First Reconciliation candidates Organise and print certificates for First Reconciliation Source resources for All Saints Day Print Remembrance books for each class Audit Year 3 and 4 bibles Source new bibles for middle levels Collect all To Know Worship and Love texts for redistribution in 2020 Prepare 2020 dates for School and Family Masses and sacraments Order Columban calendars for 2020 Download all readings for Masses RE Network meeting Plan dates for 2020 and meet with Tim</p>
<p>L&T</p>	<p>Term 1 Level Planning, Capabilities assessment tasks, Canberra Planning, PD learning Sprints, bins system with Sustainability Year 6 Team, open day preparation with Year 6, sorted resource room science equipment so it is more manageable and accessible, Code of Respect for camp with Year 6,</p>

	<p>newsletter articles - Grip, Canberra and fete, organising Canberra 2020, Grip conference with school captains and vice captains, Prep parent meeting about the Victorian Curriculum and how we deliver it at St Pat's, email reminder about descriptors for semester 1 reports due Week 1 Term 2, PACER form completion, Junior Mayor organisation, Tableau data at SRO</p> <p>Term 2</p> <p>Work with Junior Mayor team on speech and presentation Meet with new staff around reports Work with ToM 5/6 Team on long term challenge I can statements for Intercultural Capability Organised Earn and Learn stickers NAPLAN - supervise makeup tests in conference room, enter attendance and final confirmation on NAPLAN Admin site RE Network for Learning and Teaching leaders Investigate Resources for Reflective Thinking Update student enrolments in oars ACER - to prepare for Year 1 and 2 trial of reading and maths assessment Prepare Confirmation Family Night and Confirmation Retreat Day Maths Planning with Jan and Mark Proofreading reports Indigenous focus - Eva speech for assembly on being indigenous August 4th Health and Wellbeing Team to organise Indigenous Games Day Look to National science week for Term 3 - August 13 run by Year 6 Forwarded Garden Grants to Year 6 Garden Team Contacted Metro Tunnel HQ regarding excursion Contacted National Science Gallery regarding excursion on waste and plastic eating bacteria Locate further resources for Science Earn and Learn!!!! Organised Year 6 excursion to Metro Tunnel HQ Confirmation Practice and Fr Hayes visit Year 6 STEM and Year 5/6 ToM Prepare Planning Day SlideShow Day 1 Term 3</p> <p>Term 3</p> <p>Organise Science tasks for science week Work with students for Parish Expo Work with Sustainability Team for Big Green Day Conference Work with ToM groups Session with Capabilities Team - school and CEM team Set up new round of PLCs Continue collating and collecting information for Research PLC Organise Science Brain Break Activities with Year 6 Check Work Programs in Team Drive and make consistent with organisation and labelling Set up PD tracking for PLT and Staff meetings for Term 3 Big Green Schools Conference with sustainability Team Begin work on planning day for 2020 Art Show blurb and auction piece L&T Team to start thinking about Term 4 goals ICON Meeting at Southern Office Water Project for Year 6 sustainability Leaders</p> <p>Term 4</p> <p>Edited Prep handbook and Slide Show Purchased PAT vocab licence and adapted Assessment Schedule for 2020 Adapt Tableau Data for data analysis on PAT</p>
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	<p>Upload thinking tasks for Year 6 Check descriptors for reports Visit Mentone Kinder for 2020 preps STEM PD at CLC with James and Liz KTK conference and newsletter and slideshow for assembly Preparing 2020 planning day include agenda, sustainability and garden into SWELL week Remembrance day Monday Board report Meeting with new PC Capabilities PD Year 5 Leadership Funding Application for 2020 Literacy PD</p>
<p>Literacy</p>	<p>Term 1 SMART Spelling, P-2 Guided Reading materials find gaps, Decodable Texts for F-3 sourced from Oxford,, sorted Year 1 Independent Reading and retagged dots, sourced new tubs for Prep independent reading still need dots, ROL for P-2 enter data in SAS for upload to CEM, P-2 Independent Reading libraries - separated and labelled as P, 1 and 2 for the beginning of Term 2, allocated nforma to P-6 for Reading Record data input, Premier's Reading Challenge sign-up, Alison Lomas visited to discuss where we are with spelling and literacy in general</p> <p>Term 2 Levelled and organised Short Reads resources for P-6 Guided Reading Uploaded Linda Hoyt's Reading Responses to drive and beginning to rename them for ease of access 6 Traits of Writing - prepare Slide Show for school closure Making Slideshow on questioning and research questions Research Questions for students to use for inquiry</p> <p>Term 3 Enter 5FR Burt Data into nForma Assign PAT Vocab 3-6 Source and distribute poetry resources for Yrs 1-4 and Guided Reading for Year 1 - source, level, bag up Administer and analyse Astronaut Phonemic Awareness Test for prep and feedback to Prep teachers. Set up Astronaut Test in nForma and allocate to Prep Teachers Source Persuasive Writing resources for Year 6 Reading Records with Lisa on her LLI groups Sorted Year 1 independent reading Finished set-up of Year 1 guided reading Verify books in PRC Sourced Phonics and Snappy Sounds PD for LSO Joanna and Steph through Mac Millian</p> <p>Term 4 Make slideshow for poetry Year 6 Source resources for P-2 for 2020 Apply My Literacy free trial Upload PAT Vocab data Fix up PAT data in nforma from 2018 Turn room 7 into a reading resource room Check PAT DATA for 2019 Add MYLITERACY to Essential Assessment</p>

	Add PAT VOCAB to OARS site
Maths	<p>Term 1 Naplan Word Problems across stands for 3, 5 and 7 Essential Assessment workshop for staff, Early Year Interview boxes and showing PMU Analysing PAT/Naplan data for Years 1-6 with Learning Enhancement to make lists Jan Walker and Jo Pringle Learning Consultants working across Year levels working with teachers and also planning the math action goals for the year Sort Maths equipment in resource room New Mental Math tracker created for 2019 for the three areas of Number Word, Addition and Subtraction, Multiplication and Division. Every child in school on tracker to track their progress throughout the year. Naplan Tests for past five years for Year 3, 5 and 7 Questions together in folders under different sub headings such as Time, Place value, shape et.</p> <p>Term 2 Whole school planner page one and two created and sample filled in for staff to use.. Year 5 & Year 3 learning support groups- Students identified but not on intervention Reviewed written strategies to assign to different year levels Made the Learning Progressions/ Vic Curriculum booklet for all levels to use in their planning and introduced Attended Math Games Day at Essendon Grammar School Two planning days with all levels and Jan Walker and Mark Mudge to use the new planner</p> <p>Term 3 MAV Math Day- Preparation of all resources Working with Jan and Mark in the groups on planning on using the planner Math PLT at ACU looking at gifted and talented, math trails and vocabulary.</p> <p>Term 4 Providing resources for all students with their next topics coming up in the overview Annual Action Plan Budget for 2020 Prep information Night Naplan/Pat/Essential Assessment data analysis Written strategies documents and sent to teachers Games Day Games- barcoded and out Resource room audit Digital Math trials- get the different classes up</p>
Learning Enhancement	<p>Term 1 Analysing the maths and literacy data to identify top achievers in each class/year level Resources teachers with open ended activities in maths and literacy Working with teachers on the Jacob's Ladder series Maths Planning with Jan and Mark Planning extension activities and providing resources for students with their next topics in maths Organised GATEWays across all levels</p> <p>Term 2 Tournament of Minds planning and implementation with small group</p>

	<p>Tournament of Minds planning and implementation with all Year 5/6 students Planning weekly Critical and Creative Thinking Skills activities for Prep - Year 4 Planning extension activities and providing resources for students with their next topics in maths STEM slideshow for staff meeting Presented at staff meeting on STEM and assisted with planning STEM for term 3. Introduced simple planning proforma Worked in PMU to model how to use Jacob's ladder Maths Planning with Jan and Mark Planning time discussions with Prep, Year 2, Year 3, Year 4 and Year 5 class teachers to assist with rich problem solving activities in literacy and mathematics Maths Enhancement Year 5 small group teaching Attended Maths Games Day at Penleigh and Essendon Grammar to see how the day runs Beginning planning for our own Maths Games Day (Tuesday September 17th) Organised GATEWays across all levels</p> <p>Term 3 Tournament of Minds planning and implementation with small group Tournament of Minds planning and implementation with all Year 5/6 students Video student group for acceptance into STEMMAD showcase Accepted into STEMMAD showcase Maths Enhancement Year 5 small group teaching MAV Maths Day- Preparation of all resources Hold Maths Games Day- Tuesday September 17th Maths Planning with Jan and Mark</p> <p>Term 4 Planning weekly Critical and Creative Thinking Skills activities for Prep - Year 6 Planning extension activities and providing resources for students with their next topics in maths Maths Planning with Jan and Mark STEM PD at CLC with James and Jennifer Added to Prep handbook Completed 2020 budget Organised dates for 2020 Maths Games Day</p>
<p>Sustainability</p>	<p>Term 1 Introduced new bin system following successful grant application Updated bills section for ResourceSmart School program</p> <p>Term 2 Year 3 garden to kitchen program- cooking Updated bills section for ResourceSmart School program Organised Year 5 excursion to Metro Tunnel HQ</p> <p>Term 3 Nominated for Junior Landcare award following the implementation of our new bin system Attended Government House for Victorian Landcare Award Ceremony Updated bills section for ResourceSmart School program Reduced landfill to once a fortnight Big Green Schools Conference Scope and Sequence for sustainability</p> <p>Term 4</p>

	<p>Updated bills section for ResourceSmart School program Met with Jess from CERES. Discussed our ResourceSmart School journey. Identified areas in the water module on which we can work with the aim of completing module in 2020. Organised a Wellbeing in Nature p.d for staff (23rd October) Organised and attended 2 day Kids Teaching Kids Conference (29th and 30th October- Melbourne Uni and Collingwood Children's farm) Added to Prep handbook and Slide Show Completed 2020 budget Scope and Sequence for sustainability</p>
<p>Digital Technologies</p>	<p>Term 1 Organised Cyber Safety Student sessions and parent evening Implement cyber safety measures through school internet security Looking at implementing Team Drives for staff to work more efficiently Culling teacher server in preparation to migrate it to Google</p> <p>Term 2 Setting up report descriptors and report format Updating parent contact emails in nForma Updating student photos in nForma Further researching STEM resources and how to implement STEM P-6 Looking at Makey Makeys as electronic invention tools that connect everyday items to computer programs/games Troubleshoot/repair devices Block inappropriate websites as they arise Continue to teach Digi Tech curriculum and support staff to consolidate learning</p> <p>Term 3 Updating phone system across the school Use Makey Makey in year 5-6 and connect with Scratch programming Focus on coding knowledge and skills Prep-6 Update ipad manager subscription Update/restore ipads Download new ipad apps</p> <p>Term 4 Set up reports for semester 2 2019 Set up new Dash and Dot robots Revise cybersafety with students prep-6 Write up report for school board Start to plan for 2020 with budget and resources Order new infrastructure and resources for 2020</p>
<p>Wellbeing</p>	<p>Term 1 PLP and PSG meetings Class artworks display for Gratitude Teachers gratitude display in staff room from PD Restorative Practice Information session PD Regular parent and student intervention</p> <p>Term 2 Class artworks display for Self Regulation PSG and PLP preparation PSG meetings PLP reviews and organisation NCCD data preparation</p>

	<p>Meeting with CEM staff re NCCD Working on sharing NCCD information with whole staff Working with groups of students on restorative conversations Meeting with parents re-student needs Meeting with Jeff Edmonds re student needs</p>
<p>YR 6 Social Justice</p>	<p>Term 1 Project Compassion, Social Justice Conference May 8 Term 2 Winter Woollies Drive Green Bag Drive for St Vincent de Paul Mini Vinnies Money Box Appeal Mini Vinnies Food Drive Speaking at Confirmation Enrolment Masses to promote Mini Vinnies Winter Appeal Term 3 Term 4 -Socktober Fundraising Day for Catholic Mission. Organising Educational activities for each year level. Students going into classes and leading activities they had planned -Assist a Student program - Organising a collection of new, unused school supplies for families in our community for 2020. Also looking at fundraising \$70 totals to help a student overseas attend school. This will be coordinated with Parish St. Vincent de Paul Group -Christmas Hampers through Parish St. Vincent de Paul group</p>
<p>Yr 6 Sustainability</p>	<p>Term 1 Implementing bin system, leaders allocated to year levels, soft plastics roster, paper and compost collected on a daily basis, need to find a place where soft plastics can be stored, helped with Year 1 independent reading relabelling of coloured dots, begin making posters for rooms about waste and recycling, prepare assembly spiel for Week 1 Term 2, Sustainability Team Water & Energy - Ecocentre Term 2 Sort soft and hard plastics and start taking soft plastics to Coles on a Friday Spectacle drive for the lions Club Encourage classes to do own compost and paper bins each day, only empty plastics once a week, encourage students to take all food wrappers and drink containers home Reduced landfill to once a fortnight for a savings of \$6000 Investigate what goes in the compost to present 3rd term Term 3 Landcare Awards at Government House Big Green Schools Conference Make Slideshows on water and composting to teach the other year levels Continue with soft plastics collections Term 4 KTK Conference Develop sustainable goals for 2020 for St Pat's Empty books from cupboards in the upstairs corridor and move PE, sustainability and ICT to those cupboards, along with Year 6 graduation and confirmation.</p>

<p>Yr 6 Garden</p>	<p>Term 1 Roster for garden stall on Friday</p> <p>Term 2 Olives - preparing 11 kg of olives to be edible New planting Upkeep of garden under Danny's guidance Collecting eggs and egg cartons Veggie Stall on Friday</p> <p>Term 3 New plantings Upkeep of garden under Danny's guidance Collecting and washing eggs Market garden stall on Friday with weekly roster Apply for a garden grant Tidy up section for new sea container Organise chicken run for students at lunchtime Put chickens back in coop after lunch</p> <p>Term 4 Paint fence in junior area Water garden with new plantings Paint new sea container Collecting and washing eggs Upkeep of garden under Danny's guidance Organise chicken run for students at lunchtime Help with after school working bee</p>
<p>Yr 6 Health and Wellbeing</p>	<p>Term 1 Friendship Seat Promote 'Better Buddies' program ANZAC Appeal 2-6</p> <p>Term 2 Kingston Council Walk or Wheel Campaign Organising different sports clinics for lunchtime</p> <p>Term 3 Indigenous sports games for whole school Footy Day activities</p> <p>Term 4 Assist with Junior Athletics Carnival Catholic Mission Month Mass- St Patrick's Cathedral Walk to School Month Walk to School Day</p>

VRQA Compliance Data

ALLSTAFF RETENTION RATE	
Staff Retention Rate	97.4%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	20.8%
Graduate	29.2%
Graduate Certificate	4.2%
Bachelor Degree	79.2%
Advanced Diploma	33.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	27
Teaching Staff (FTE)	23.6
Non-Teaching Staff (Headcount)	14
Non-Teaching Staff (FTE)	9.6
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