



## 2016 ANNUAL REPORT TO THE SCHOOL COMMUNITY



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## Contact Details

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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 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2016 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

19 May 2017

## Our School Vision

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 2016 we began the year with 230 families and 15 classes and 345 students. The majority of our students come to school with good social experiences, social competencies and self-control. Oral language skills are generally good however, student resilience and independence is a key focus born out of our Student Wellbeing processes.
- Our teachers have varying experience from graduate level to thirty years' experience. We have five specialist teachers who teach Physical Education, Music, LOTE (Italian), ICT and Art. We have fifteen classrooms with two classes at each year level and three Year 3 classes. Twelve of those classrooms have full time class teachers and three have a shared teaching situation. Our Deputy Principal has full time release and is also the Student Wellbeing and Student Services Leader. The Learning and Teaching Leader is also the Literacy Leader and shares a class as well with the ICT Leader.

## Principal's Report

The 2016 school year was a challenging year for our community. The focus for the staff was to ensure that we continue to provide a great education for the children in our care. We worked on maintaining our high standards in the classroom and enhancing the curriculum we provided for our students. The Leadership Team continued to work to ensure we met the goals from our Annual Action Plan and this led our planning for the 2016 school year.

Some other key achievements for 2016 have included:

- Family involvement in special liturgies.
- Involvement in social justice activities.
- Development of the school induction program
- Professional development for staff in key areas such as writing, personalised learning and ICON.
- Continue development of the camping program with another trip to Canberra that included another meeting the new Prime Minister.
- Finding a space for Italian lessons so the LOTE teacher has a space.
- The completion of a successful Concert.
- Improving programs offered for our students with special needs.
- Finalising the plan to make all classrooms accessible for students with special needs.
- Development of a new sport uniform for the school.

We want to work to ensure that our students receive the best possible education and that we look after 100% of our students 100% of the time. The following document looks at the goals that have been set and what we have done to try and achieve these goals in this 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 children in our care with the best possible programmes while always endeavouring to ensure that follow our school motto of *Christus in corde omnium – Christ in the heart of all.*



## Education in Faith

### Goals & Intended Outcomes

#### *Goal*

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

#### Intended Outcomes:

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

### Achievements

First Holy Communion was celebrated on the weekend of the 4<sup>th</sup> and 5<sup>th</sup> June. 16 children were presented for the Sacrament from St Patrick's including a group of 3 new students from Year 3. They were well prepared by the teachers-Karl Camerino, Liz Lamb and Maria Scalzo (REL), supported by members of the Leadership Team, staff and parents.

Confirmation was conferred by Bishop Peter Elliott on Wednesday 10<sup>th</sup> August. The students were prepared at school by their teachers, Dayna Bradley, Jennifer Smith and James Daidone, supported by the REL, Maria Scalzo, staff and parents. Two parish candidates joined the Mass and were prepared by Francesco Scalzo. The candidates also participated in a Confirmation Retreat at St Paul's Missionary College, Wantirna and the preparation day with St John Vianney's and the Parish candidates.

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

The liturgical year was celebrated through whole school Masses and devotions such as Ash Wednesday, St Patrick's Day, The Assumption, Grandparent's Day, Stations of the Cross in Lent, Rosary for the month of October, our Book 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 introduced Christian meditation throughout the school. Christian Meditation is based on the model of the Lectio Divina. 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. Various groups attended celebrations at the Cathedral. The Faith and Worship group attended the Mission Mass in October this year.

Our altar servers continue to be trained by Karl Camerino and we are grateful for his dedication. We have had four students who have commenced altar server training.

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 incorporating the *To Know, Worship and Love* texts with the *Catechesis of the Good Shepherd* and on assessment in RE and each level is working on pre and post assessment tasks. Assessment is concerned with skills, knowledge and understanding of the Catholic faith taught in the curriculum.

Two staff members are undergoing Accreditation to teach Religious Education through the John Paul II Institute for Marriage and Family.

### VALUE ADDED

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



## Learning & Teaching

### Goals & Intended Outcomes

#### Goal

- To improve student learning outcomes

#### Intended Outcomes

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

### Achievements

Learning and Teaching has had many parts to the role in 2016. The table below shows the work that has been completed to ensure we improve the learning of all the children in our care

<p><b>Learning and Teaching</b></p>	<ul style="list-style-type: none"> <li>Worked with new ICT leader to implement more devices across school and review ICT policies and User Agreement in light of being a GAFE School (Google Suite)</li> <li>Subscriptions to PETAA and Clickview for staff to use and trial</li> <li>Unpacked and documented Victorian Curriculum so we have a clear scope and sequence for implementation and content in 2017.</li> <li>Reviewed and revamped Inquiry Cycle with Victorian Curriculum in mind. Semester 1 - humanities, Semester 2 - Sciences (2 per year).</li> <li>Developed a tracking tool and document for tracking SIF data from last review to next review.</li> <li>Implemented new Tier 1 Assessment Schedule for Teaching, Tracking and Portfolios</li> <li>Reviewed teaching practices with SIL coach that may be considered to be disengaging and outdated e.g. round robin reading</li> <li>Reviewed portfolios P-6 to find through lines and consistencies P-6</li> </ul>
<p><b>Assessment and Reporting</b></p>	<ul style="list-style-type: none"> <li>Moved to PAT online Year 3-6 for reading comprehension and maths</li> <li>Introduced student participant interview for March and June - 3 way conversations</li> <li>Reworked December Reports following up on parent feedback and minimising teacher workload and inane repetitive comments that are not informative or parent friendly.</li> <li>Continued to enter data into nforma - nAssessment for data tracking - PAT maths, PAT reading, Reading Records, BURT and NAPLAN</li> </ul>
<p><b>Literacy</b></p>	<ul style="list-style-type: none"> <li>Worked with Student Services Leader and LSOs for Tier 2 Literacy Intervention in Prep - 2</li> <li>Introduced Fountas and Pinnell Benchmark Assessments for Reading Records Prep to Year 6, aligned and set benchmarks for Prep to Year 6 to identify at risk high and low for Tier 2 Intervention.</li> <li>Continued work on writing moderation - new mindset - compare to curriculum descriptors and not to student cohort.</li> <li>Modified Prep Literacy Assessment so it was more of a conversation and a way to engage prep students with an oral language assessment component.</li> </ul>

<p><b>Student Wellbeing</b></p>	<ul style="list-style-type: none"> <li>• Member of Wellbeing Core Team - worked on Student Engagement Policy, Restorative Practices, defining roles of wellbeing, student services and how to refer students for further intervention. Implemented intervention component of wellbeing core team, devising character strengths to align our wellbeing with sustainability and general capabilities.</li> <li>• SWELL (Wellbeing) Week to start the year and implemented Term 1 as a wellbeing term with no formal assessments for Term 1. Linked to our Assessment Schedule.</li> </ul>
<p><b>Student Leadership</b></p>	<ul style="list-style-type: none"> <li>• Introduced Year 6 Mini-Vinnies group that focused on 'volunteering time' and stewardship of school environment - weeding, litter, lost property patrol etc. as well as food drive, coat drive, christmas drive.</li> <li>• Documented and reworked Student Leadership so each leader has a portfolio and each leadership group has distinct goals and focuses that are spread throughout the year. Each leadership groups is assigned a teacher leader that works with the students on a weekly basis.</li> <li>• Worked with Social Justice Group on fundraising - stationery drive for schools in the Philippines that are run by Our Lady of the Missions. We attended a social justice conference run by 'Kids View' - Clare Scerri Bahay Tuluyan Philippines Australia Inc.</li> </ul>
<p><b>Teaching</b></p>	<ul style="list-style-type: none"> <li>• Year 6 x 2 days a week, graduate in Year 4, Prep and Year 2 Literacy intervention groups, level planning</li> </ul>

**Mathematics**

This year we have registered and joined the local cluster for the Choose Mathematics Program run by the Australian Mathematical Sciences Institute in collaboration with BHP. The aim of the program is to deliver mathematical and statistical capabilities and provide a strong base for national collaboration, with an emphasis on turning around public perception of mathematics and statistics as a career for girls and young women. The program runs for four years.

- Liaising actively with an AMSI Schools Outreach Officer to improve planning, pedagogy and content knowledge for staff– Michael O'Connor
- Organisation of Consultant to work directly with teams of teachers in each grade for planning and analysis of PAT Maths results
- Organisation of modelled lessons in Year Six, Year Four and Year Three
- Working in collaboration with staff from AMSI to gain relevant data in year 5 for research purposes
- Investigation and discussion of possible tier 2 assessment practices particularly in the senior school and relevant intervention models
- Conduct audit of current teaching content in each level and collation and feedback of information presented
- Assistance with planning of the mathematics curriculum at the whole school level for 2017
- Organisation of Professional Development in Statistics across the school.

As well in 2016, the following actions have occurred:

- Establishment of Maths learning that is reflective of pre and post testing and a formalised collection of data created
- Organisation and implementation of the Mathletics Program
- Organisation of professional Development for Staff in Years 2, 3 and 4 for Mathletics and other Professional Development for staff in different forms of assessment and warm up activities to use in the classroom
- Intervention in Prep AD
- Purchase, management and distribution of Mathematics Resources
- Organisation and teaching of Maths Olympiad for Year Five and Six Students
- Organisation and implementation of the Australian Mathematics Competition run by the Commonwealth Bank for Years Five and Six
- Continuing to oversee Mathematics Planning in each of the levels across the school
- Conducting Mathematics Intervention Interviews as required by teachers and the organisation of PAT M Testing in Prep, Year One and Year Two.

### **Sustainability**

In 2016, there have been many environmental activities and sustainable practices continued and introduced at St Patrick's. We received our 'Awakening' (first) star for completing the Core module as a ResourceSmart school. We have also submitted our second module (Waste) for assessment to hopefully achieve our 'Discovering' (second) star. The Year 6 students completed a Waste audit with the Kingston Council and also a litter assessment as part of our work in the ResourceSmart School waste module. As a result we have introduced 'Nude Food' Wednesdays, with the aim of reducing the amount of waste produced at school.

Year 6 students participated in the Big Green School Conference, where they used soft plastics rubbish from our snacks and lunches to create insect sculptures for the garden. Some Year 6 students also participated in the Kids Teaching Kids 2 day Conference for the first time, thanks to the Kingston Council's sponsorship, where we learnt new ways to help reduce our impact on the environment at school. At the conference the students also presented a video about the effects of global warming and how we can reduce our own footprints.

Year 3 students, in conjunction with the Gould League, planned and created a biodiversity garden, to attract more wildlife to our school. All Year 3 students also participated in cooking classes, where we used produce from the garden to make and eat some delicious treats.

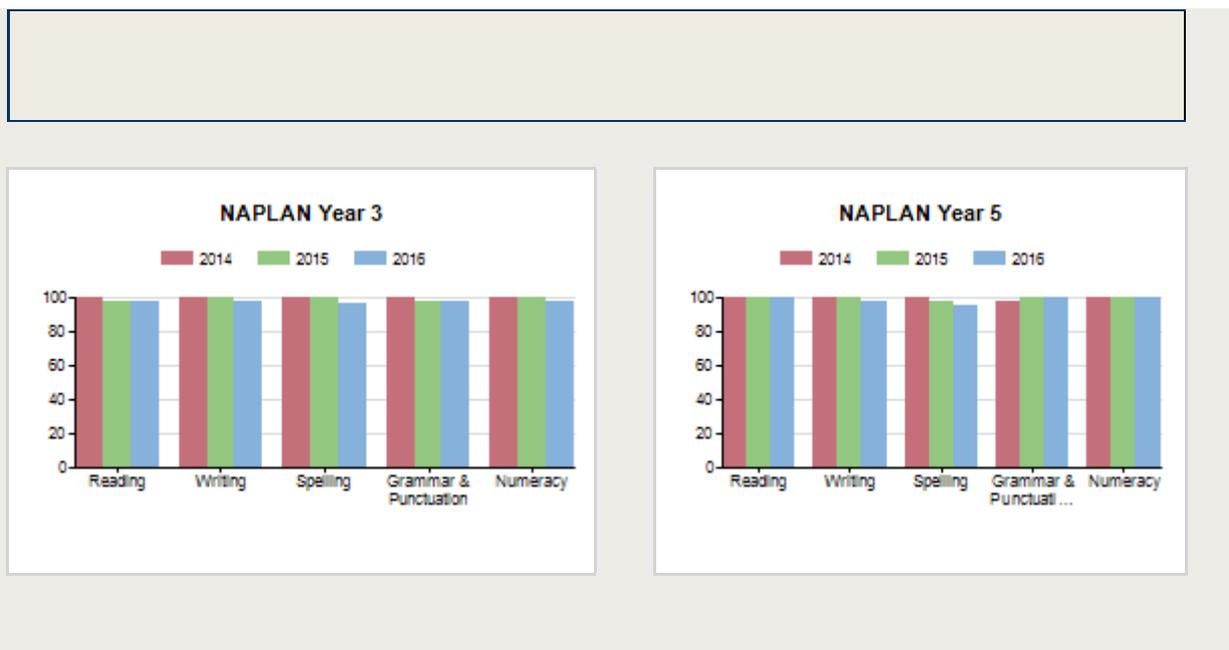
Every student has been involved in weeding and planting throughout the year, taking care of the edible garden. Year 6 students again held market garden days regularly, where we sold vegetables from the garden and eggs collected from our chickens.

This year has seen the students become more aware of their responsibility to care for the environment, and in particular our school.

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

**STUDENT LEARNING OUTCOMES**

<b>PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS</b>					
<b>NAPLAN TESTS</b>	<b>2014 %</b>	<b>2015 %</b>	<b>2014–2015 Changes %</b>	<b>2016 %</b>	<b>2015–2016 Changes %</b>
YR 03 Reading	100.0	97.8	-2.2	98.4	0.6
YR 03 Writing	100.0	100.0	0.0	98.4	-1.6
YR 03 Spelling	100.0	100.0	0.0	96.8	-3.2
YR 03 Grammar & Punctuation	100.0	97.8	-2.2	98.4	0.6
YR 03 Numeracy	100.0	100.0	0.0	98.4	-1.6
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	98.0	-2.0
YR 05 Spelling	100.0	98.1	-1.9	96.0	-2.1
YR 05 Grammar & Punctuation	97.6	100.0	2.4	100.0	0.0
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0



In 2016, the NAPLAN data showed us that the Year 3 cohort of students nearly met the minimum standards set nationally in all areas. We are looking at only a couple of students meeting this benchmark and within this group we do have a proportion of students who are funded under the SWD category. Our challenge is to not only meet this standard but to ensure that all students are challenged to do their very best and achieve excellent results.

100% of the Year 5 students reached the minimum standard in Reading, Grammar and Punctuation and Numeracy. 98% of students reached the minimum standard in writing which was slightly down on 2015 and Spelling was also slightly down from 2015.

Literacy has been a major focus for the school over the past two years and will continue to be in 2017 as part of the School Improvement in Literacy program which has been led by our Literacy Leader Jennifer Smith. She has been supported with a Literacy Coach from Catholic Education Melbourne and together they have worked closely with our classroom teachers.



## Student Wellbeing

### Goal

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

### Intended Outcomes

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

### Achievements

The Catholic Education Office Melbourne sees wellbeing at the core of learning and school improvement. Children and young people who are happy, confident, and able to establish meaningful relationships are better placed to achieve positive learning outcomes.

Catholic Education Office Melbourne (CEOM) 2009, SEL in Catholic School Communities: Guidelines for a Sustainable Wholeschool Approach to Social and Emotional Learning, Catholic Education Office Melbourne, Melbourne, Australia.

St Patrick's Primary School runs a number of programs and initiatives aimed at providing a safe secure environment, engaging the students in their learning, connecting them to the school, enhancing their relationships and improving self-esteem and resilience.

SUPPORT PROGRAMS – Program Support Groups are established for all children with special needs • Interventions by educational psychologist, occupational therapist, physiotherapist and speech pathologist are provided as required • Playground and indoor activities are provided and children are encouraged to join in: Pop Up Play, Winter Clubs, sporting events etc. led by Year 6 leaders • Positive connections between senior and junior students are fostered via the 'Better Buddies' program • Valuable learning habits and achievements are celebrated via weekly 'Pupil of the Week' awards • The 'LyKam' program is provided with the assistance of the Literacy Leader and LSO's for those children requiring extra support with their reading • Reading Recovery is provided in Year 1 • The "Responsible Pet Program" is run each year • All classes

have a role in maintaining the school grounds and their own class vegetable plot • Restorative Practice has been introduced into the school • Interschool sports allow students from Year 5 & 6 to be involved competitive sport in a fun way • Various sporting programs are run in the course of the year as a fitness initiative: cross country, hoop time, inter school swimming etc. • SWELL week with an emphasis on wellbeing is held during the first week of the school year and continues as a focus for Term 1 • The year 5 & 6 camping program is a highlight of their year

- Year 6 leaders are active throughout the school year leading various teams and initiatives• The programs Snappy Fingers and Jumping Jacks are made available to junior students struggling with fine and gross motor skill development • Several SEASONS sessions are led by a staff member over the course of the year as needed • The whole school and community celebrates St Patrick's Day, Walk to School Day, Grandparent's Day etc. • A school production and art show in alternating years showcases students talents in the visual and performing arts • Student Wellbeing Team in 2016 has seen the profile of Student Wellbeing lifted and the responsibility of the wellbeing of all students shared •Public Speaking course for the year 5 students in preparation for being school leaders the following year.

COMMUNITY LINKS - Parents are made welcome in the classrooms especially in the junior area during Literacy block. • A weekly newsletter is distributed widely within the community and other day to day notice are sent either by email, Skoolbag or CareMonkey • Our Transition Program links us to our local secondary colleges and kindergartens • We connect with several Universities supervising Pre-service / Student Teachers each year. • The whole school is mindful of broad community responsibilities as reflected in its fundraising for St Vincent De Paul Society etc. •We connect to Kilbreda College and St. Bede's by agreeing to take their Year 10 work experience students •The whole school and community celebrates St Patrick's Day, Walk to School Day, Grandparents'Day etc. • Students attend the Parish Mass every second Tuesday

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.89
Y02	90.86
Y03	91.15
Y04	92.29
Y05	88.89
Y06	91.47
Overall average attendance	91.09

Student attendance has decreased slightly from last year to 91.09. Considering we have a number of families who take family holidays during the school term, these results support the student's connectedness to school results. Parents are required to ring and inform the school office if their child is to be absent from school. Any unexplained extended absence from school is followed up by the Student Wellbeing Leader (SWL). Staff are required to alert the SWL on the third day. If students are late, parents bring them to the office and a late pass is completed stating the reasons why. Class rolls are taken electronically twice a day: at 9:20am and again at 2:20pm. If parents wish to collect students early, they sign them out through the office. If families take holidays during the school term, they are required to send a note to the school office and the class teacher/s.

### VALUE ADDED

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

## Child Safe Standards

### Goals

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

### Intended Outcomes

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

## Achievements

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

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

These are now published on the School Website.

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



## Leadership & Management

### Goals & Intended Outcomes

#### 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

2016 has seen a continuation in the development of the Leadership Team at St Patrick's school. The leadership team has worked to ensure that the teaching staff have the most up to date professional development in relation to curriculum initiatives moving from AUSVELS to the Victorian Curriculum.

This year we have seen Cyber safety as a focus for our parent evening and gave us an opportunity to work with the children from Year 3 -6 on how we can use the internet and remain safe. It was quite alarming to see what children have access to and I know in talking to some parents they had great conversations with their children to ensure they are safe at home. Susan McLean is one of the most knowledgeable presenters when it comes to Cyber Safety and she had a real impact on our school community. We were also please we could share the staff professional development with the St John Vianney's staff and some staff from Kilbreda. As we go forward we are looking forward to working with the staff from SJV when the opportunity arises.

This year we have also been working closely with our architect looking at how we are going to build a lift to cater for all students at our school. Currently we only have 5 classrooms that have disabled access and we need to ensure that all 15 classrooms have access for all students. To do this we have put together plans to build a lift, close in the stairwell, build a common area outside the Year 1 classroom and build an office area between the library and the year 1 classroom. We have received council approval and approval from the Archdiocese of Melbourne to proceed with the project. Our architect is finalising all of the documentation and we will hopefully go to tender in January with the hope that we will be building by the end of March next year.

Our specialist classes have worked well in 2016 and next year we will continue to have the same structure which is:

PE

Visual Arts

Performing Arts

Italian

These subjects will be from Prep – Year 6 and all classes will have an ICT lesson once a fortnight with their class teacher and the ICT teacher.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

**DESCRIPTION OF PL UNDERTAKEN IN 2016**

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

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL</b>	<b>25</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$ 2200</b>

<b>TEACHING STAFF ATTENDANCE RATE</b>	
Teaching Staff Attendance Rate	89.7%

<b>STAFF RETENTION RATE</b>	
Staff Retention Rate	84.62%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	18.18%
Graduate	27.27%
Certificate Graduate	9.09%
Degree Bachelor	81.82%
Diploma Advanced	45.45%

No Qualifications Listed	0.00%
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STAFF COMPOSITION	
Principal Class	3
Teaching Staff (Head Count)	25
FTE Teaching Staff	21.960
Non-Teaching Staff (Head Count)	2
FTE Non-Teaching Staff	1.600
Indigenous Teaching Staff	0

## School Community

### Goals & Intended Outcomes

#### 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 Aimee Ellis and her committee in 2016 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 2016. This was led by Mrs. Ann Earle and she was supported by classroom teachers and many parent volunteers. This year we decided to have one show with two major parts. The Year 3-6 students performed 'The Lion King Experience' and Prep to year 2 children performed 'The Bugliest Bug'. We had over 800 people attend Robert Blackwood Hall and we were so proud of our children. It was an amazing way to bring our community together. Well done everyone!!

## VRQA Compliance Data

### NOTE:

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

[Victorian Registration and Qualifications Authority](#)