



# St Patrick's School Mentone

2020

Annual Report to the School Community



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## Minimum Standards Attestation

I, Tim Noonan, attest that St Patrick's 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 2020 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.

21/05/2021

**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](http://www.acnc.gov.au)

## Our School Vision

### **St Patrick's Vision**

**With Christ in the heart of all,  
the St Patrick's Catholic 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

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.

The school buildings have been constructed in stages during our 116 year history and a variety of styles is evident. The school is adjacent to the Parish Church, which facilitates a close relationship with the Parish. In 2009, as part of the Australian Government's BER initiative, St Patrick's School attracted a grant of \$2.5 million for the refurbishment of the hall and the upgrade of learning areas. A further \$150,000 was spent on upgrading the technology facilities with smart boards and computers. In 2012 we built a new Prep classroom due to the extra large number of siblings.

In 2014, a major building program was undertaken in two phases. The first phase consisted of the building of a bike shed allowing many students to store their bikes. The second phase was the re-development of the oval. This included adding a sustainability component to the playground along with expanding the sporting facilities available for the students. This included football goal posts, cricket nets and a synthetic running track. This has become a major asset for the school and provides many opportunities for learning and play for the students of St Patrick's.

In 2017, 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 2020 we began the year with 247 families and 16 classes and 373 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, Year 1 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

What a year!!!!

We could never imagined where this was year was going to go eleven months ago but after two lockdowns and a lot of learning on the run by our staff we have made it to the end of the year and we are all still in one piece.

Enrolments have been very hard this year as the circumstances for many families has changed during COVID. We originally enrolled 55 Prep students for next year, but this number has gone down to 47 as people have moved out of the area due to lost jobs and financial circumstances. Our thoughts are with these families and we hope that they will be able to find joy in their new school and homes. We will also have 10 students leaving the school from Year 1-6 due to a variety of reasons, but this has been off-set with 10 new enrolments to these classes. It has been a difficult time for a lot of schools in the area as families have considered moving to the country or different parts of Australia. We are hopeful that this trend will change as we return to a normal life next year.

I have spoken to you a lot about our proposed building program and I was extremely pleased to inform the community earlier this term that we have been successful in receiving our grant of \$1.7 million dollars for our new classrooms. The school will cover the other half of the cost which will allow us to cater for the students we have and more in the future. Our plan is to go to tender in February next year and hopefully be building by the end of term 1. The program should take nine to ten months. I cannot thank Mr Tim Richardson enough for the support he has given our community, his support has ensured that we have received this funding.

Unfortunately, we have not been able to hold many of our community events this year but I would like to thank Kerrie and Carla for remaining in contact with me and organising food events for the students.

Obviously, we have not been able to hold our production this year and we will follow Government protocols to decide whether we have a production or an Art Show next year and this will depend on if we are allowed to fill Robert Blackwood Hall with our usual 1000 guests.

We have been glad that we were able to hold a cross country carnival and an athletics carnival for both the junior and senior school. These were all great events for our students as they were able to enjoy themselves outside and participate with their friends.

Let's hope for a 2021 where we can provide our students with all the opportunities we can!!

## Education in Faith

### Goals & Intended Outcomes

To build a school wide culture around the Pedagogy of Encounter as we change our thinking and approach to the teaching of Religious Education.

### Achievements

Our year began with a whole school Mass bringing students and classes together for the first time. Year 6 leadership badges were presented and students also participated in the offertory, altar serving and readings. Unfortunately, we only just began our weekend Class Masses before COVID restrictions made it impossible to meet as a group and Masses were put on hold.

Our last whole school celebration before the onset of COVID was St Patrick's Day. The whole school celebrated with fun activities, games and a QR code game that provided information about the life of St Patrick's and the history of our school. The students under the guidance of our art teacher Mrs Russo produced a whole school art project depicting the stained glass windows in our church. These beautiful banners now hang in the hall.

As a result of COVID we adapted to using online presentations which were shared with the parents and students to involve the families in liturgical celebrations. These included an online Stations of the Cross, Lent activities, prayers at the weekly assembly, Grandparent Day, The Assumption, Mother's Day, Father's Day, an online Rosary, Remembrance Day ceremony and a Christmas assembly.

At present First Communion is on hold as we are waiting to hear when we can proceed with this Sacrament. However, we have been able to hold the Sacrament of Reconciliation in the outdoor space between the church and school. Students were met by their parents who took them to see either Fr Michael or Fr Ramsay to participate in Reconciliation. Amanda Unwin and Bianca Daidone, the Year 2 class teachers, did an amazing job of preparing the children for the Sacrament during remote and onsite learning. It was an innovative way to complete the important Sacrament of Reconciliation while still social distancing.

The Sacrament of Confirmation took place over three Masses due to the limited number of people who are allowed to attend church. Each child was accompanied by their parents who acted as proxy sponsors. The students were prepared by their teachers, Chris Giosis, Eloise Verstoep and Ellie Counihan while they were learning remotely and while onsite.

The whole staff participated in a number of Religious Education Professional Development sessions. Firstly, staff participated in an online RE survey which helped identify staff professional learning. As a result of this, we facilitated a number of professional learning opportunities in the use of the Pedagogy of Encounter, the use of the RE tracking tool, Provocations, Split Screen planning linking RE to Inquiry and the Teacher Dialogue Tool. These initiatives are all in line with and linked to the Catholic Education Melbourne, Horizons of Hope document.

To promote the value of students spending regular time in personal prayer and reflection we have continued Christian meditation throughout the school and teachers have used a variety of online resources. We have resumed going to Mass as a whole school on a fortnightly basis by logging onto the church Zoom account.

Our Year 6 leadership groups have continued to promote a variety of Social Justice initiatives to help members of our community such as St Vincent de Paul, Christmas hampers and Socktober.

### 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 prior to COVID 19.

## Learning & Teaching

### Goals & Intended Outcomes

- All classroom work programs to show differentiation of learning tasks in the areas of numeracy and literacy 4 PLTs per term for reading, writing, numeracy, RE moderation and review of data for student learning.
- All data to be housed in Nforma, PAT-OARS, Essential Assessment, NAPLAN, Google Forms and to be updated at least once a term.

### Achievements

#### Learning and Teaching and Literacy

2020 has been a year like no other. Much of what we planned to do for this year has been put on hold and will be carried over to 2021. It has been a year where we have strengthened our IT skills and we have had to get very creative with how we delivered the curriculum to our students throughout Remote Learning. The most important focus was on our ability to have consistency from Prep to Year 6 for Remote Learning. The roll out of Remote Learning kept evolving following feedback from staff, students and parents. We chose the grid format as the students were familiar with working from a grid, as we use a grid for homework.

As a teaching staff we have continued to work in teams in our PLT meetings in Term 1. This has allowed us to spend time inquiring into focus areas and then report back to everyone. Throughout Term 2 and 3 staff pursued their own professional development to enhance their ability to upskill themselves for delivering Remote Learning. Term 4 has focused on Religious Education, collecting data on student progress and class structures for 2021.

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 2021. 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.

Year 6 Leadership Groups for 2020 were readjusted to accommodate a smaller cohort and to better reflect St Patrick's vision and beliefs. We had 'Health and Wellbeing', Social Justice/Mini Vinnies established a far more concrete connection to the parish St Vincent de Paul group. Sustainability combined with the garden team and became The Green Team. A sustainability scope and sequence from Prep to Year 6 was developed so each year level had a different sustainable focus. 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 again approached us this year to take part in trials of new assessments they are creating. Unfortunately, we decided not to participate

in Term 4. With school reopening we just wanted to concentrate on face to face teaching with as little screen time as possible in each year level. We reviewed our Assessment Schedule for 2020 in early Term 1 so it better reflects our varied scope of assessments we use to monitor students' learning and growth.

In Literacy in 2020, we reorganised Year 3-6 reading resources and made the small office upstairs into a literacy room which allows for greater access to our resources. It also means they are more accessible for staff to use to enrich the reading materials used in the literacy program. In term 1 we purchased new guided reading, reciprocal reading materials and decodable texts from Prep to Year 6. These have been distributed across the school and all the students are now finally enjoying the new resources.

In 2021 we will need to revisit many of our initiatives from 2019 so as to help us regain momentum with our Learning and Teaching directions. We continue our investigations into spelling and handwriting connection, 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.

The start of the 2021 School year will be a blend of Assessment and Wellbeing. We will move our formal assessments out of Term 4 2020 and into the first few weeks of Term 1. This will allow us to find out about our students and have information for parents at the first parent teacher meetings held in Term 1. We have moved our assessments out of Term 4 2020 to give us more face to face teaching time and less screen time. Term 1 2021 will also see PLTs focus on RE, Literacy and Numeracy and make student data more of a focus for our discussions.

## **Mathematics**

Mathematics in St Patrick's in 2020 has been primarily working on proposed action areas as identified at the end of 2019 alongside adjusting to teaching Mathematics remotely and assessing students from Remote Learning.

2020 started with a 'Family Math Night' for all levels and parents joining us for a night of Mathematics. Families engaged in fun games, challenging investigations and mathematical discussion. It was an opportunity for parents to see lots of different aspects of Mathematics across the different strands as each classroom was covering a different topic. Families were encouraged to visit as many classrooms as possible and it was a valuable learning and interactive experience for all.

Another 2020 action plan was 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-

M and providing their teachers with open ended tasks, projects and investigations to extend their thinking based on their current topics.

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. This will be further embedded and looked at next year.

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 took place in Terms 1 and Terms 4 during face to face learning and during some Zoom lessons in Remote Learning. At the end of 2019, a goal identified was to bring in a program with Online Mental Mathematics to enhance the current Scope and Sequence for Mental Mathematics. We purchased and implemented 'Think Mentals Online' along with training for the teachers in how to use this. This has allowed us to have the same language across the school and build on concepts in each year level.

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

Two PLT for staff were held on *Assessments from Remote Learning*. As the students needed time off the devices and assessing was of a different nature in 2020, PLT were need to demonstrate this. Information was shown to the staff how to conduct mathematical student conferences/interviews and also how to create their own paper based assessments without using Essential Assessment. The staff were shown examples of Open ended questions and how to prepare their own questions.

Math Week in Remote Learning- The aim of this week was to show how math can be integrated across the curriculum not just in stand alone math week. Staff were provided with examples and documents to show different ways of showing and investigating maths for their classes. Math was shown to students and families on Math in Art, Math in Sport, Math in Story books, Math in the world around us (shape/architecture) and so on.

Math Games Day Incursion for the whole school was a scheduled day in 2020. The Mathematics Leader and the Learning Enhancement Leaders worked together to plan a Math Games Day for the whole school. This would have entailed lots of games, puzzles and activities for each year level. Unfortunately, due to COVID this wasn't able to go ahead with all the restrictions in place for group incursions. However, this has been put on hold to be held in 2021.

## **Sustainability**

2020 definitely was a year that we will never forget. Our school grounds looked beautiful, but lacked the chaos and noise of our students. Many of the planned initiatives have been put on hold until 2021.

This year we have continued our ResourceSmart School membership. We had hoped to have completed our water module and be on the way to being assessed for our third star, but COVID had other plans. 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 (2021). Regular check in meetings with our facilitator Leah will assist in meeting our targets. As part of this I presented at the CEM sustainability progress workshop, highlighting the sustainability actions and initiatives our school has put in place.

We have also maintained our subscription to SWEP, alerting us to any possible spikes in water usage.

When at school, the Year 6 Green Team students have continued to ensure students and staff are using the bin system correctly. This has helped us to reduce the number of times our landfill skip bin is emptied from fortnightly to every three weeks. We aim to reduce this to monthly by the end of Semester One 2021.

Students from the sustainability leadership group were due to participate in the two- day Kids Teaching Kids Conference, but unfortunately due to COVID this was changed. It became a virtual conference, but the date clashed with our school planning day meaning we could not attend this year.

## Learning Enhancement

The year began so differently from the way it finished. Many plans we had in place were either dramatically altered, postponed or cancelled throughout the year. We were lucky that some of the planned activities were still able to be conducted online.

Two teams of Year 4, 5 and 6 students participated in the **Tournament of the Minds**. This year was one out the box. Instead of performing live in front of judges the students were asked to create a video which would be watched and judged. Every team completed the same challenge-

**'People often come across unusual things in unusual places. Something extraordinary has been found . . . in an unexpected place by an out of the ordinary group. People are asking many questions, there are so many questions but so few answers. Your team embarks on a journey to find the answers'.**

but looked at it from a different lens. One group completed the challenge through STEM, where they discovered a new substance which when mixed in with paint could detect the presence of carbon monoxide. The other team chose to complete the challenge using the Social Sciences. This group performed a play where a medicinal herb was discovered and all farmers were going to be forced to grow this herb. They focused on the ethical and moral dilemmas that this decision could create. The students had weekly zoom meetings and worked together extremely well. We are very proud of the efforts of both teams this year, as they worked through very difficult circumstances. **Both teams received a DISTINCTION for their work and placed in the top 10% of each of their divisions.**

Unfortunately this year due to COVID our **Year 5 Maths Games Day** was cancelled. This event will be returning in 2021.

Students across the school participated remotely in G.A.T.E.Ways sessions across the learning areas of science, maths and literacy. The feedback we received about these sessions was very positive.

Another 2020 action plan that has been an area of work is extending our more able students across mathematics. We have worked on identifying students that are significantly above average from assessments such as Essential Assessment, Naplan and PAT-M and providing teachers with open ended tasks, projects and investigations to extend their thinking and problem solving strategies based on their current topics.

### STUDENT LEARNING OUTCOMES

The following recourses have been used to track student progress:

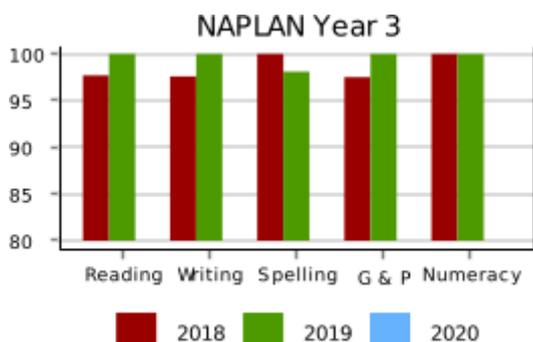
- PAT- M
- Essential Assessment
- PAT-R
- PAT-Vocab
- Fountas Pinnell - Reading Records
- Wrting Moderation
- Levelled Literacy Intervention
- Maths Intervention

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	97.5	100.0	2.5		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	97.7	100.0	2.3		
YR 03 Spelling	100.0	98.1	-1.9		
YR 03 Writing	97.6	100.0	2.4		
YR 05 Grammar & Punctuation	100.0	95.8	-4.2		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	100.0	97.9	-2.1		

\* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

\*\* Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

\*\*\* No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



## Student Wellbeing

### Goals & Intended Outcomes

- To develop authentic engagement with families and the wider community so as to promote student's social and emotional learning and academic success.

### Achievements

In keeping with our belief that student wellbeing is pivotal to success at school we have endeavoured to build and maintain student connectedness to school throughout 2020.

In order to establish a school wide, positive learning culture the first week of Term One was dedicated to wellbeing, with all staff establishing the routines and protocols for the year ahead. Our theme was "A SWELL start for a sustainable future", the purpose of which was to help create effective and sustainable learning environments, both within the classroom, and school wide.

We met with Monica Chester (school psychologist) and discussed using a consistent Zones of Regulation chart throughout the school. Resource packs on using the Zones within the classroom, SEL 'I can' statements were given to each class teacher and supplementary resources were purchased for the library. The Student Wellbeing Surveys were reworked and implemented and were used to inform the focus for Wellbeing activities in each classroom.

Parents of students who were new to the school (not in Prep year) were phoned and welcomed and new students were met with to see how they were adjusting to their new school environment.

We attended the first Student Wellbeing Network Meeting for the Southern Region and subsequent leadership meetings via Zoom.

Despite the challenges presented to us through COVID-19, lockdown and Remote Learning, we have implemented a range of initiatives. These have included writing weekly newsletter articles and updates to support families throughout Remote Learning. Throughout Term 2, the dispositions of Zest and Vitality were promoted and fostered. A whole school Wellbeing Competition based on gratitude was organised, with the winning family receiving a hamper put together by all staff members. A Whole School Wellness Day each term throughout Remote Learning was implemented, to support the wellbeing of students, staff and families. The staff continued to stay connected throughout the school by participating in whole staff photos sharing positive messages and videos with one another and the school community. Staff also worked hard to stay connected to one another to boost staff morale by participating in online events such as a Trivia Night via Zoom.

Students were welcomed back to school with professionally printed 'Welcome Back to St Patrick's banners' and bright and colourful signs created by staff members (rainbow on Childers Street fence line). The students were encouraged to create and add a Spoonville character to the St. Patrick's Spoonville display to help boost the community spirit. Upon transitioning back to school, staff were provided with resources and PD to support students in returning to onsite learning. Students and families were provided with 'Returning to School' social stories and areas of the school were set up to provide a welcoming environment, such as the fairy garden in the Prep area. A whole school artwork based on our Term 4 disposition of 'Hope' was organised and will be displayed across the school. Students continue to present and promote our current disposition at our weekly assemblies.

Moving forward to 2021, our hopes and aspirations for St Patrick's include promoting a whole school focus on using the Zones of Regulation to foster the emotional regulation of students across the school. We would also like to revisit Restorative Practices and review our current Student Engagement Policy. We will offer ongoing support to new staff members with PD to ensure they are familiar and confident in using these important practices. Professional Development based on embedding Aboriginal and Torres Strait Islander history and culture into our curriculum has been organised for Term 1.

#### VALUE ADDED

We were not able to all our normal programs in 2020, but these are some that were completed:

- Year 5 camping program
- Professional development on Restorative Practices
- NCCD professional learning
- Focus of Dispositions and SWELL week
- Environmental Garden program
- Young Leaders Day for Year 6 School Leaders
- Year 6 & Prep Buddy BBQ
- Activities Week
- Responsible Pet Program
- Competitions in Cross Country, Inter-House and Inter School Sports
- Swimming Program & Sports Clinics: Basketball, Football
- Whole School Celebrations: St Patrick's Day,
- SEASONS
- Premiers Reading Challenge
- G.A.T.E.W.A.Y.S.
- 

#### STUDENT SATISFACTION

St Patrick's School received favourable feedback from students and parents in regards to how we cared for the students during remote learning and then with how we worked with all our students upon returning to school. The programs were reviewed by the School Advisory Committee and again positive feedback was received with suggestion on how we could even improve them going forward. All feedback was gratefully received.

**STUDENT 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;

During remote learning teachers kept records of all students during their online remote sessions and they followed with parents if students were not in any of these sessions.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	97.0%
Y02	95.1%
Y03	97.3%
Y04	97.5%
Y05	96.3%
Y06	96.4%
<b>Overall average attendance</b>	<b>96.6%</b>

## Child Safe Standards

### Goals & Intended Outcomes

#### 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 2020, 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

#### 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 & outreaching 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 & Intended Outcomes

- That the leadership team supports and develops the future sustainability and growth of the school

### Achievements

2019 has been a very unique and extremely difficult year for St Patrick's as we have completed the fourth 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.

Our goals in 2021 from a leadership perspective will be:

- Move our administration system to ICON
- Complete our 4 year cycle school review
- Introduce STEM as a subject for all students
- Add an additional class to Year 5
- Prepare for our building program
- Build 6 new classrooms
- Preparation for the building program in 2021
- The relocation of the bike shed and the re-development of the outdoor kitchen so that is it more user friendly for staff and students.
- 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

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 ten in seven 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 Professional Learning undertaken in 2020

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 in 2020	28
Average expenditure per teacher for PL	\$2850

### TEACHER SATISFACTION

The staff wellbeing survey showed a positive response to the manner in which staff were supported during our remote learning period. They were grateful for the communication that was provided and commented on how they were always kept up to date with changes that were made through Government announces.

The staff worked well together during an extremely difficult year.

### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	93.0%
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### ALL STAFF RETENTION RATE

Staff Retention Rate	90.2%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	26.1%
Graduate Certificate	4.3%
Bachelor Degree	78.3%
Advanced Diploma	30.4%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	29.0
Teaching Staff (FTE)	25.4
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	9.1
Indigenous Teaching Staff (Headcount)	0.0

## School Community

### Goals & Intended Outcomes

- To develop authentic engagement with families and the wider community so as to promote student's social and emotional learning and academic success.

### Achievements

We pride ourselves on having a great community at St Patrick's and it was disappointing not being able to come together for all our special events in 2020. However, we did remain in close contact with our families through remote learning and by constantly updating them on changes to our circumstances. We also provided them with resources to engage our students while at home.

#### PARENT SATISFACTION

We received feedback through our email, parent teacher interviews and open discussions where families expressed their gratitude for the manner in which our school supported families. This was through the work our teachers provided, the devices that were offered to families who were in need of our support and the opportunities to talk to us in any time of need.

## 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 goals for 2021 that are now listed in our annual action plan.

### RE

- Professional learning related to the Pedagogy of Encounter
- Professional learning related to Teacher Dialogue Tool
- Professional learning related to Provocations
- Professional development related to Assessment and Reporting
- Student survey to determine student needs
- Focus on Sacramental programs (post COVID)
- Review of SIF rubric RE sphere
- Contact RE advisor
- Foster staff spirituality and faith formation
- Foster student spirituality and faith formation
- Learning and Teaching
- Review Learning and Teaching Policies
- Redesign Term 1 for 2021 - Assessments early in Term 1 so we have data for first P/T in March
- PLT: RE, Literacy, Numeracy (repeat), Across Term 1 and keep looking at data for each of the learning areas
- New staff orientation

### Literacy

- Review Best Practice for Literacy
- Reintroduce new resources purchased in 2020
- Writing moderation
- School wide tracking of reading levels
- Revisit Magic Words and do introductory PD so all P-3 on the same page
- Dyslexia PD

### Maths

- Revision of Mental Math Scope and Sequence
- Revision of Written Strategies Progression for the four operations
- New Vocabulary Scope and Sequence

### **Learning Enhancement**

- Differentiation PD for whole staff with Dr Susan Nikakis from CEM
- Differentiation planning + how to demonstrate this planning on work program

### **Digital Technology**

- Introduce Google virtual reality headsets
- Explore other more complex areas of Digi Tech curriculum as teachers will teach basic ICT skills with the newly developed scope and sequence
- Support teachers with ICT scope and sequence
- Help coordinate STEM PD to build teacher knowledge and capacity so they can lead STEM in their class in 2022
- Roll out new teacher laptops
- Monitor the IWB and projectors in classes. As they start nearing end of life may look at replacing them with 75" tvs
- Introduce 2 chromebook trolleys in year 1

### **Student Diversity**

- Professional development on Rosae to support information gathering for NCCD
- Use of Functional needs Analysis
- Professional development of Intervention Framework
- Professional Learning for NCCD
- Introduce EAL audit tool, framework
- Dyslexia professional development
- Professional Learning for NCCD
- Introduce EAL audit tool, framework
- Dyslexia professional development

### **Leadership and Management**

- Continue to foster sustainable practices
- Update Learning and Teaching policies
- Prepare documentation for VRQA
- Manage and complete 2021 school review
- Develop plans for building program
- Implement building program

- Continue to develop staff professional development programs
- 2021-2025 strategic plan for school
- Continue to use Safesmart for training and induction

### **School and Community**

- Rebuild community partnerships (post COVID)
- Rebuild family partnerships (post COVID)
- Staff articulate and enact the catholic vision for the school