



St Patrick's School Camperdown

2020

Annual Report to the School Community



Registered School Number: 0691

Table of Contents

Contact Details2

Minimum Standards Attestation2

Our School Vision & Mission3

School Overview.....5

Principal’s Report7

Parish Priest’s Report.....10

School Advisory Council Report.....11

Catholic School Culture12

Community Engagement14

Leadership & Stewardship.....16

Learning & Teaching20

Wellbeing23

Child Safe Standards.....26

Future Directions27

Contact Details

| | |
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| ADDRESS | Dimora Avenue Camperdown VIC 3260 |
| PRINCIPAL | Michael McKenzie |
| PARISH PRIEST | Fr Neville Stanislaus |
| SCHOOL BOARD CHAIR | Mr Peter MacDonald |
| TELEPHONE | 03 5593 1962 |
| EMAIL | principal@spcamperdown.catholic.edu.au |
| WEBSITE | www.spcamperdown.catholic.edu.au |
| E NUMBER | E2034 |

Minimum Standards Attestation

I, Michael McKenzie, 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.

10/05/2021

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

Our School Vision & Mission

Vision Statement

Following in the footsteps of Jesus, St Patrick's provides a quality education, enriching the lives of all.

Mission Statement

We believe the mission of St. Patrick's School is to:

1. Faith

Educate children and support their families in the traditions and teaching of the Catholic faith, leading them to a personal, spiritual relationship with God.

2. Respect

Develop skills that will guide the children to show initiative, tolerance and courtesy towards all members of the school and wider community.

3. Justice

Develop in the children a sense of justice, morality and respect.

4. Hope

Develop the children's potential and self esteem through the celebration of their own talents and the giftedness of others.

5. Dignity

Provide a safe and nurturing culture for all children and young people in our schools through:

Upholding the primacy of the safety and wellbeing of children and young people.

Empowering families, children, young people and staff to have a voice and raise concerns.

Implementing rigorous risk management and employment practices

6. Acceptance

Encourage awareness of, and a sensitivity to, the cultural, physical, emotional, intellectual and social differences within the community.

7. Love

Foster in the children a passion to learn and think clearly, independently and critically, enabling them to take their place in the wider community.

School Motto: Deeds Not Words Only

School Overview

St Patrick's school has been providing a quality Catholic education to Camperdown, Cobden and districts in south-west Victoria since 1886 and in 2020 we celebrate our 134th year. Our school draws students from a wide area and feeds into Mercy Regional College, the Catholic secondary school based at the same site. At St Patrick's we provide modern, inviting facilities which consist of our modern 'Sisters of Mercy' library, 14 bright and colourful, straight and multi-age classrooms, an excellent indoor gymnasium and state-of-the-art technology facilities. All this is set within attractive, well-maintained grounds that allow our children the opportunity to develop wide social relationships.

Central to the education provided at St. Patrick's School is the development of the whole child - academically, socially, spiritually, morally and physically. All aspects of the curriculum are explored, being taught professionally using modern methodology and resources. All this is set within a school community that cherishes offering a diverse, interesting and comprehensive curriculum, whilst fostering a passion to learn and to think independently and critically.

"Deeds Not Words Only" is the motto of St Patrick's School, and we strive to live by this on a daily basis. At St Patrick's we believe that even though words are a powerful force for change, it is our deeds that reflect our commitment and desire to transfer our beliefs into action and to live out our school vision to "provide a quality education based on respect and caring, drawing on the gospel values to enrich our students for life."

Other Special Features of our school program for 2020 include:

- Our school continues the Professional Learning Community (PLC) initiative began in 2014. A Professional Learning Community is based around a model that focuses on 3 main ideas: a focus on learning rather than teaching, working collaboratively on matters related to learning and using data to drive our teaching.
- St Patrick's has worked at developing Power Standards / Essential Learnings for Mathematics and Literacy in line with the PLC process.
- St Patrick's utilises ClearTrack to better use data within the school.
- A high emphasis on developing literate, numerate and articulate students.
- An integrated approach to learning with an emphasis on inquiry learning.
- Specialist Physical Education, Digi Tech, Visual Art/Performing Arts and Science Programs.
- Computers and iPads in all classrooms with one to one computer access for all grade 3-6 students.
- Indonesian as a second language and introducing Auslan across the school as our second language from 2021.
- A remodelled school camps program for this year with camps to Halls Gap for grades 3, 4 & 6 and Portsea for grade 5.
- A vibrant intervention and extension program where an extra 2 teachers are employed to provide support and ensure all children have the opportunities to reach their fullest potential.
- A comprehensive Religious Education Program (New Awakenings) that is lived by staff and students, and supported by the Parish Priest, Fr. Neville Stanislaus.

- Support for the Parish Sacramental Program for children receiving the Catholic Sacraments of Reconciliation, Confirmation and Eucharist.
- Access to an extensive bus network to transport students to St. Patrick's, including a direct bus from Cobden and Lismore.
- I CAN Program run across grades 1/2, 3-6 areas to improve the social capabilities of those 45 children involved.
- Involvement in the Resilience Project across the school.
- Community Service / Social Justice opportunities; including Meals on Wheels, visiting elderly, Community Meal Program at the Uniting Church, Caritas Australia, Mercy Works and Mini Vinnies.
- An emphasis on our high values and morals; Faith, Love, Justice, Hope, Acceptance and Respect supported by the 'Resilience Project' philosophies of Emotional Resilience, Gratitude, Empathy and Mindfulness.
- Bi-annual whole school production or arts night; in 2020 we put together a modified movie of 'Aladdin'.

Principal's Report

Welcome to my report for 2020 and to the end of what has been one of the strangest years that many of us have ever been involved in. COVID 19, remote learning, social distancing, wearing masks, Lock down and sanitizing have all unfortunately become terms of which we are all too aware. It has been a worldwide pandemic which has affected every single person in one way or another.

With basically 2 terms spent with children working from home with remote learning it has meant that many of the activities which have become school regulars over the years were not held this year. No Canberra camp, no Sovereign Hill, No Mother's & Father's Day, no athletic sports.... The list goes on.

The loss of many of these events has meant that whole school functions have been few and far between, however it has also meant that we have had the opportunity to redefine how we do things and to do things differently. Out of adversity there is always some good, and it is important to focus on this moving forward.

Our improved communications and relationships with families, our ability to ensure that those children & families who struggled through remote learning could be catered for, our use of technology and online platforms to deliver the curriculum, our ability to think outside the box to problem-solve has allowed us to work through and solve issues as they confronted us

For me the greatest memory for this year isn't an event, it has been our ability as a school community to produce so many positive outcomes despite the many set-backs that have come our way. There have been so many instances of thinking of others, doing things above & beyond for the greater good, working through teaching a curriculum with children off-site, working from home while supervising children, problem-solving and ensuring effective communication. The work from our students, our parents and our staff has been nothing short of amazing and everyone should be proud of what they have achieved.

This is also a year when we see a number of staffing changes moving forward. We have had retirements from Glenyss Kenna who has taught Indonesian here for the past 16 years and Mrs. Mary McLeod, who although she has been on leave for the past number of years, has announced her official retirement. Both ladies have given so much to our school over many years and have left a wonderful legacy at St Patrick's. Mary has 'McLeod Court' outside the library named after her due to the exemplary service between 1995 - 2016 and both ladies been wonderful assets to St Patrick's and will always be a part of St Patrick's. We wish them well in their retirement and hope to see them back in other capacities in the years to come.

We also say goodbye to Mrs. Janet Cain, who has taken up a position at St Thomas' from 2021. Janet has also been here since 1993 and took a break from St Pats in 2020 to work at St Thomas' to extend her experiences. She has been a wonderful teacher and committed leader who always puts what is best for the child before anything else. She, too, will be greatly missed. Janet will be joined at St Thomas' by Mrs. Alison Kenna who has taught Foundation at St Pats and PE at St Thomas' for the last few years. Alison will be taking 2021 as a year to consolidate her 4 days to work solely at St Thomas'. We wish both ladies all the best in their new ventures for 2021 and know that we will see them often through our association with St Thomas'.

We thank Vickie Mahony for her contributions to our school in 2020 as her contract ends, once again she has been a real team player and ensured the smooth transition in the 3/4 area, especially over the remote learning time. I would also like to give a special mention to all the staff for the professionalism, care & dedication they have shown towards ensuring that at the

forefront of all the decisions made this year was; what was best for the children. The extra communication, the quality of the work set, the Google meets, the individualized programs, the counselling, the love and understanding and the ability to work through a new mode of teaching via remote learning was exceptional and on behalf of the whole community I extend my thanks to them.

Thank you to our School Advisory Council (SAC); Chair Peter MacDonald, Deputy Chair, Greg Conheady, Secretary, Lydia Darcy and members- Fiona Dean, Rebecca Rundell, Nicole Foster, Nina Pasque, Paula Atkins and Fr Neville. The board continued to meet via Google over the remote learning to ensure that the school continued to thrive, and I thank the SAC for their extra efforts over this year. We have had to deal with unprecedented times, and they have been a tower of support and advice for which I am very grateful. We say goodbye to Greg Conheady & Paula Atkins as they leave the Council. I thank them both for their time, commitment and dedication they have given, it is greatly appreciated.

As we move towards 2021 we move towards a new Governance structure. Fr Neville will step down as the Canonical Administrator of the school and the Diocese of Ballarat Catholic Education Limited (DOBCEL) board will take over. This doesn't mean we lose Fr Neville to our school, he will still be on the SAC and he will still be our spiritual leader, it just means that the governance role passes to DOBCEL. This is the same for the majority of Catholic schools in the Ballarat Diocese and has occurred to bring us in line with our states and territories who have had this structure for years.

I would also thank the Parents Association for their roles this year, Bronagh Bonner President, Robyn Johnstone Vice President, Narelle Kerr secretary and Tanya Lafferty Treasurer as well as the small yet dedicated team that met regularly. Obviously we have not completed the events or the fundraising that we usually would have done, however once again the Parents Association have met over the remote learning and provided great feedback and thoughts and they have kept this group ticking along & ready to go again in 2021.

Every year we say goodbye to a number of families who leave us as their child completed grade 6 or who have left during the year. Some have been with us for a long time and for some it's only a short time, however everybody gives so much during their time here. We say goodbye and best of luck to those families who complete their schooling at St Patrick's or have moved on during the year: Baran, Bettess, Coutts, Delaney, Duynhoven, Gleeson, Howells, Kennedy, Londregan, McGinty, Molan, Murfitt, Podger, Rollings, Scott, Smerdon, Wallace-Lamont, Whytcross, Van Zyle, Haigh, Wynd, Costello, Sharma and Niblett families. You will always be a part of the St Patrick's family and we wish you all the best in your future education.

Special thanks to Fr Neville for his support during this crazy year and to my leadership, admin team, maintenance & cleaning teams who have certainly had a lot to deal with this year. Thank you for your patience, your forward thinking, your hard work and your advice during this year. We have certainly traveled new ground and your input and steadfast determination to stay the course has been exceptional.

Thanks to my family. As always they often bear the brunt of some stresses here, but I have certainly enjoyed seeing them grow over the course of the year. Our year which was supposed to be full of a range of things suddenly went by the wayside and other things popped up in their place. A marriage, other relationships, finishing uni & preparing to start uni, Netfitting, crocheting and during lockdown spending some quality time together. I really appreciate the support & love that comes my way.

Lastly I would like to acknowledge the loss of Jan Riches this year. What a loss for our school and local community! Jan spent 44 years here at St Patrick's and will always be remembered for

her love of our school and every time I walk into our school staffroom, 'The Jan Riches Staffroom' I will remember her.

Let's hope that 2021 allows us to continue to use the best of what we have learnt this year while giving us the freedoms to once again do the things that we enjoy doing. It has been a year that we will never forget but I will choose to be grateful for seeing the best of people working through adversity.

God Bless,

Mick

Parish Priest's Report

To our Staff and Families of St. Patrick's Primary School.

As we know this year has been an unsettling, challenging and complex year due to the COVID-19 pandemic, to all of us but particularly to the family of St Pat's School. You probably would have heard this saying: 'The harder the battle the sweeter the victory'. I think this will be an apt quote for this year as we emerge with the 'victory' over the pandemic of COVID - 19 at the end of the year. When we faced the challenge of this pandemic in the end of the first term, we were shocked and uncertain about the ongoing education at the school. We had a break of first term, and we planned to encounter the threat of the COVID - 19 with our resilience, responsibility and hardworking.

As we look back this current year, we admit that we couldn't do many activities that are connected to our curriculum like camping, excursion and cross-country sports, foundation presentation ball and so on, but we managed to most of our learning online and Zoom meetings. Here we can confidently say that we have grown in the technological level and resilience that we may be able to face any challenge in the future. Through the talented and dedicated staff of this school we were able to achieve many things in our ongoing learning and have come out with flying colours at the end of our academic year.

I take this opportunity to express my sincere thanks to all members of the staff, the School Board Committee and the Parents and Friends for the continuing support and interest that you demonstrate in sharing your knowledge, time, talents and the sustenance you give to our students and their growth and wellbeing.

May the good Lord continue to bless you all and your ministry that you are engaged with the school in educating our children. Let us thank the Lord for all the blessing that we have been receiving in this current year. We hope to have many more blessings from God for the next year 2021.

Sincerely yours in Christ,

Neville Stanislaus

School Advisory Council Report

As Chair of the Saint Patrick's School Advisory Board I give my report for the 2020 school year.

As everyone is aware it has been a year of disruptions and changes like no other. COVID-19 has changed all of our lives in some way and saw great changes with how the school has been running. With the school reduced to minimal students, home-schooling and the moving or cancellation of events and camps it has been a stressful time for all.

It has been a year of Google meetings, online cross-country, the reworking of our school production and changes to class camps to work within COVID restrictions. But even with everything that has been going on Saint Patrick's school has continued to carry on working through challenges and continuing to educate our students.

On behalf of the board and the wider school community I would like to thank Mick and his fantastic staff for their untiring efforts to keep the school running. You have all been amazing!

With some students at school and through the remote learning program to keep everything moving forward and keeping our students motivated has been a huge effort and they have all earned our thanks.

To our parents at home who have been juggling home life, work and home-schooling thank you for your fantastic efforts! Your encouragement and support at home to keep things going will no doubt see all of our kids in a great position moving forward.

We were all saddened to learn of the passing of our long-standing staff member and friend Jan Riches after a short illness. Jan was a part of the school community for 43 years and will be missed by everyone.

To finish I would like to personally thank Mick, Father Neville and all the members of the board for their hard work and support of the school this year.

Greg, Lydia, Rebecca, Fiona, Nicole, Nina, Jess and staff rep Paula have done a great job under difficult circumstances this year and I thank them for all they have done and I look forward to working with them again in 2021.

Finally, I would like to wish all of you a safe and happy Christmas break and look forward to seeing you all (in person and not over a Google meet) again in 2021!

Yours Sincerely,

Peter MacDonald.

Catholic School Culture

Goals & Intended Outcomes

All the school community are invited to participate in school and parish traditions and practices; these opportunities allows for everyone to inform and develop their own faith beliefs.

Continued development of the New Awakenings documentation across the school for the RE curriculum.

To learn more about the Enhancing Catholic School Identity Project

Achievements

Community Faith Development:

Our school was able to ensure that many of the opportunities we provide for our faith development across the community were able to go ahead despite the restrictions of COVID 19.

We were proud of the fact that we didn't need to cancel our sacramental program and that this ran, albeit later in the year compared to normal.

We also ensured that our parish masses ran and were one of not very many schools and parishes across the diocese who incorporated technology to live stream our pre-recorded parish/school masses directly into homes.

We actively contributed to a parish based theological discussion, again via online interaction.

New Awakenings Development

2020 was a year when we ensured that our staff continued to develop our Awakenings units across the school. Staff worked in teams across the school to develop appropriate lessons for all age levels.

Enhancing Catholic Identity Project

We had 3 x 2 hours sessions looking at the ECSI data the school had recorded from the ECSI survey completed in 2019.

These sessions allowed us to not only break open the data, but to delve more deeply into what the terminology actually means and look at areas we need to improve in moving forward.

VALUE ADDED

Some of the Activities we were able to run in 2020 to enhance our Catholicity were:

- Sacramental program (we had to postpone but not cancel these).
- Ensuring that RE was taught across the remote learning curriculum

- 3 parish masses: 2 of these were live-streamed and used sections of pre-recorded items.
- Our parish live-streamed masses every week which was amazing and a great connection to the parish.
- Improved Social action projects across the school such as Mini Vinnies and Student Representative Council fund-raisers.
- A conscious awareness to ensuring that we display those ideals that make us Catholic around the school; for example window displays, bulletin, Catholic symbolism, prayer at assembly.
- 5 staff have recently achieved their RE accreditation with a further 3 studying in 2021.
- An increase in the time out of the classroom allocated to the REL to help all staff, especially with planning.

Community Engagement

Goals & Intended Outcomes

2020 was certainly a challenge in many ways for our school community with the restrictions COVID 19 placed on our school, however we were very proud with how the unique challenges allowed us to more actively engage more with our school community.

Some of our goals & intended outcomes were:

- More effective communication between school and home community.
- More involved interactions between school and home.
- Improve connection between school and home.

Achievements

- More effective communication between school and home community.

Our school achieved this through the introduction of a new newsletter and App called SchoolZine. It allowed us to combine our SIMON, PAM, school newsletter and push notifications into one App which has certainly helped streamline our communications channels. This was very important, especially early in the restrictions, as it allowed for the school to contact all families to assess their requirements to allow for a successful home learning program.

The use of Google Meets, Zoom and increased phone calls also allowed for greater communication between home and school.

- More involved interactions between school and home.

COVID 19 certainly pushed our school to be better in the way we interacted with our school community. The fact that children were learning from home meant that we were required to have a medium where school and home could communicate and interact together. We did this by improved Greater use of Google Meet & Zoom across the school community as well as increased phone calls. This increase was designed to be able to meet virtually to maintain the connection that would normally happen face to face. Children could access their work and communicate with the school and parents could be involved in this process as well.

Our school learning conversations were held virtually and again allowed for instant feedback and allowed for real time conversation between teacher, parents and students to take place.

In the early days of the restrictions the school was also able to touch base with families to determine their resources needs. We then implemented both a 'resources 'drop offs' where resources were taken to remote families or allowed families to pick these up, all to ensure that all families had the hard resources required to continue learning from home eg computers, school books, etc.

- Improve connection between school and home.

The key to our successful home learning program revolved around the continued communication and interaction between home and school. We allowed many of our at risk children to be able to access school as required and to continue to access remediation programs we had on offer.

We also started live-streaming school events that parents & most students were unable to attend. Our live-streaming of assemblies and other activities continues as a really positive way to include families in the life of the school.

PARENT SATISFACTION

Our last Insight SRC data was in 2019 where all scores, except for, "Classroom Behaviour", were more positive than our last survey. Taking this into account the low score for classroom behaviour, we broke this topic open with a range of parent groups through an extra survey and discussions at Parent's Association & School Advisory Council meetings as to why this was the case.

This particular part of the data is data that parents make a decision on based on what their children tell them. Therefore, if the student data is low, then parents have been influenced in what they perceive. Part of our way forward to help find a solution for this issue was to also talk with students as to their perceptions on poor classroom behaviour.

Our way forward in this area was to introduce the School Wide Positive Behaviours Systems (SWPBS) to allow for the school to have a more consistent approach across the whole school on the expectations and the delivery of consistent sanctions. Unfortunately due to COVID 19 and the rescheduling of many school activities, including our school review were required to move this action into 2021.

2020 was certainly an interrupted year and a year when we were in remote learning mode for a long period. The school allowed for parents to have a say in how this learning mode was going which allowed us to make changes where required. The overall opinion according to our surveys run were that the school did a great job of managing this remote learning and parents were happy with how the school performed in 2020.

Leadership & Stewardship

Goals & Intended Outcomes

Some of the goals we had for 2020 include:

- To ensure we develop a Home Learning based curriculum to deliver virtually.
- To develop our reporting practices throughout the school; both the written and the Learning Conversations to streamline and make more relevant to all. It will be important to allow contributions from parents, SAC, staff & students during this process.
- To ensure that we make our school the safest learning environment we can make it through improved compliance and adherence to COVID safe practices.
- To work through our school review process.
- To transfer to our new governance structure; Diocese of Ballarat Catholic Education Limited (DOBCEL)
- To continue the implementation of our Professional Learning Community (PLC) culture throughout the school.
- Continue to develop our school resources

Achievements

Our school worked very hard to ensure that we met all our goals set by:

- Developing and modifying our existing structures, curriculum and technology to deliver both, a successful home learning program and a restructured school based curriculum. Many of these structures and ideas we have kept on using into 2021. We are very proud of how well our school performed during this lock down period.
- Modifying our reporting and Learning Conversations between parents, teachers and students to produce a more dynamic reporting structure. This process was interrupted by COVID and will be an ongoing goal for 2021. Reports and Learning conversations had to be adapted due to COVID with modified reports and all learning conversations completed online. This was a real success.
- Our school ensured that we were COVID safe at all times and instigated many cleaning and disinfecting procedures such as increased cleaning and sanitising protocols, allocation of sanitising stations, increased signage and increased monitoring and implementation of cleaning requirements as they changed. .
- Our whole school review was delayed due to COVID and will now become a 2021 action to complete. We did have a number of initial sessions working through school data.
- Our school successfully completed the transfer to DOBCEL governance by meeting all requirements.
- St Patrick's was successful in receiving a Capital Grant to allow for the building of a dedicated 5/6 wing.
- Purchasing of 40 new computers

- Adapting our PLC culture through a number of targeted changes:
 - 2 Extra qualified support teachers employed to provide support in the implementation of extension and remediation programs
 - increased professional development for Learning Support Staff
 - Increased learning support meetings

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

In 2020 our staff completed in a wide range of Professional Development activities:

- School Review closure day 6 hours x 45 staff
- RE workshops 2 hours x 4 visits x 16 staff
- AFS workshop 5 hours x 2 staff
- Principal southern zone meetings 1 day
- Diocesan Principals meeting 1 x 2 day face to face, 2 4 hour online
- MacquarieLit Training 12 hours x 3 staff
- Learning Diversity Leads 1 day x 1 staff
- School Review Day 5 hours x 45 staff
- Diabetes Training 4 hours x 5 staff
- REL PD day 5 hours x 1 staff
- Online Units completed: Mandatory Reporting, Asthma & anaphylaxis, ??
- VRQA Review 3 hours x 2 staff
- Hearing Online Module 6 hours x 10 staff
- Trauma Online Module:
- RE study units: 6 days x 2 staff
- SchoolEdge webinar 2 hours x 2 staff

| | |
|---|-------|
| Number of teachers who participated in PL in 2020 | 35 |
| Average expenditure per teacher for PL | \$394 |

TEACHER SATISFACTION

Our latest Insight SRC results were from 2019 and so in 2020 we had no recent surveys to pull any information from. The 2019 data showed that work demands and school distress recorded lower scores than we would have liked so early in 2020, when we began our school review, we launched a campaign to determine the reasons why these scores had fallen and to set in place some goals to try to rebuild these moving forward. One thing we instigated was allowing for

extra time for staff to work through the NCCD administration out of school face to face learning time (an area that had been identified as a reason for our scores being lower). This was certainly met with approval as it allowed time to do this without losing valuable teaching time.

Before we could get too far into any real change, we entered for the first time in history, a remote learning scenario. This obviously had an impact on schools, parents, students and staff and for many was the source of much stress.

Interestingly enough this initial stress was replaced with a feeling of success as the remote learning moved on. It gave staff an opportunity to work more collaboratively with their colleagues and this feeling of 'being in the trenches together' was certainly a positive and an indicator that the school had provided the time, the resources and the leadership to get through this dramatic change in how we teach.

Although there is no real empirical data as evidence of any real change, I look forward to seeing data from 2021 which will hopefully show some improvement in teacher satisfaction across the Insight SRC surveys.

TEACHING STAFF ATTENDANCE RATE

| | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 81.3% |
|--------------------------------|-------|

ALL STAFF RETENTION RATE

| | |
|----------------------|-------|
| Staff Retention Rate | 81.3% |
|----------------------|-------|

TEACHER QUALIFICATIONS

| | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 0.0% |
| Graduate | 23.1% |
| Graduate Certificate | 0.0% |
| Bachelor Degree | 50.0% |
| Advanced Diploma | 30.8% |
| No Qualifications Listed | 26.9% |

| STAFF COMPOSITION | |
|---------------------------------------|------|
| Principal Class (Headcount) | 2.0 |
| Teaching Staff (Headcount) | 30.0 |
| Teaching Staff (FTE) | 24.1 |
| Non-Teaching Staff (Headcount) | 23.0 |
| Non-Teaching Staff (FTE) | 12.9 |
| Indigenous Teaching Staff (Headcount) | 0.0 |

Learning & Teaching

Goals & Intended Outcomes

Some of our goals, intended outcomes for the year are;

- Complete Essential Learnings for reading
- Review Essential Learnings for Writing, spelling & mathematics
- Development & implementation of the school remote learning program
- Development of school wide computer skills.

Achievements

Some highlights for this year in our teaching & learning were:

- A successfully run school wide remote learning program.
- Completion of Essential Learnings for reading.
- Reviewing of Essential Learnings for maths, writing & spelling.
- Whole school development of computer use, especially with Google Classrooms & Zoom meetings.
- Being able to ensure that all areas of the curriculum were covered during remote learning, even those of specialists subjects.
- Employment of 2 qualified teachers to be used as support teachers across the school.
- A breaking open of data for a whole school review which enabled us to look at our successes and areas to work on across the school.

STUDENT LEARNING OUTCOMES

As a school we were able to still use many of our annual tests to maintain our longitudinal data. Our main tests were Pat R, Pat M & Pat S.

The most pleasing aspect of our testing was the fact that we did not see a huge drop in knowledge in any areas, despite remote learning for a significant part of the year.

Spelling

Spelling in particular showed some good improvement across the school,.

In stanine 1-3 results show improvement in only having 7% in this category compared to 10% the previous year.

Stanine 4 results improved from 15% to 13% and stanine 6 results went from 24,5% in 2019 to 28% in 2020. Lastly stanine 7-9 results improved from 23.5% to 26%.

Reading

Reading results showed improvement at the low & high end of the stanines. Our Stanine 1-3 results showed we maintained at 10%. Stanine 4 results improved from 15% in 2019 to 13% in 2020.

Our biggest movement was the stanine 7-9 area where results showed an improvement from 23.5% in 2019 to 31% in 2020.

Mathematics

Our maths results were a little lower overall however still showed that only 20% were at stanine 4 & below, which means 80% were at standard or above. There was a dip in the stanine 7-9 results but an increase in the stanine 6 results.

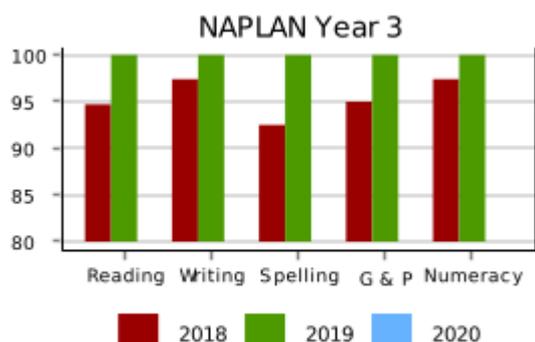
Overall a satisfying result considering the turmoil surrounding our academic year.

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | |
|--|------|-------|---------------------|------|---------------------|
| NAPLAN TESTS | 2018 | 2019 | 2018 – 2019 Changes | 2020 | 2019 – 2020 Changes |
| | % | % | % | % | % |
| | | | | * | * |
| YR 03 Grammar & Punctuation | 95.0 | 100.0 | 5.0 | | |
| YR 03 Numeracy | 97.4 | 100.0 | 2.6 | | |
| YR 03 Reading | 94.7 | 100.0 | 5.3 | | |
| YR 03 Spelling | 92.5 | 100.0 | 5.0 | | |
| YR 03 Writing | 97.4 | 100.0 | 2.6 | | |
| YR 05 Grammar & Punctuation | 94.5 | 93.0 | -1.5 | | |
| YR 05 Numeracy | 98.2 | 97.7 | -0.5 | | |
| YR 05 Reading | 98.2 | 97.7 | -0.5 | | |
| YR 05 Spelling | 94.5 | 95.3 | 0.8 | | |
| YR 05 Writing | 96.4 | 95.3 | -1.1 | | |

* 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.



Wellbeing

Goals & Intended Outcomes

To develop our wellbeing initiatives offered to students, staff and the school community.

Achievements

Over the past 2 years we had offered a number of initiatives to support the wellbeing of our school community. Some of these included: Resilience Project, School Chaplaincy, the 'I CAN Program', NCCD involvement. 2020 was a year to consolidate and improve these programs.

Some of the ways we did this were:

- Addition of an extra I CAN Imagination Club program to have 2; a F-2 & a 3-6 program
- Extend our school chaplain program to ensure our school Chaplain has increased support meetings with parents, staff and students as a part of her role.
- Implementation a more rigorous approach to the implementation of the Resilience Project across the school.
- Begin the implementation of the School Wide Positive Behaviours Systems (SWPBS) across the school. (This program was delayed due to COVID 19, but will be implemented in 2021).
- Refinement of the National Consistent Collection of Data (NCCD) program across the school to ensure that we are supporting both the staff & students in need.

VALUE ADDED

- Resilience Project Programs has been improved across the whole school through greater efficacy in administering classroom programs.
- I CAN Imagination Program extended to run two programs throughout the school.
- Information sessions for both I CAN & Resilience Project run to help inform parents of these programs.
- Continued use of meditation as a tool to calm students and a change in time to do this after lunch.
- Continued employment of school funded Occupational Therapist.
- MultiLit, MiniLit, Reading Recovery, GEMS offered, Spelling Mastery, Maths Mastery
- 2 staff employed as Boost or support teachers to work alongside teachers in the classroom and to run intervention programs.
- Visiting psychologist for one day per week for the whole year to work with students, parents and staff in a range of mental health areas.
- Employment of a trainee Learning Support Officer to work in the Foundation area
- 2 Extra LSO support teacher employed across the school

- Professional Learning Plans developed for all 86 children on the National Consistent Collection of Data list.
- Increased Parent Support Group (PSG) meetings held with this increased number of children
- National Disability Insurance Scheme (NDIS) workers working in the school with allocated children.

STUDENT SATISFACTION

Once again our most recent Insight SRC data is from 2019. We did however get some data from our involvement in the Resilience project and this showed that overall children were satisfied with their time here at St Patrick's and coped with the remote learning aspect.

This survey also delved into student wellbeing in a variety of ways and the main cohort that seemed to be struggling in some areas were our grade 5 girls, whose learning engagement was not as strong as the other cohorts.

It was also interesting that a number of children, especially the boys seem to be spending many hours online and communicating with friends late at night.

It has certainly given us some data to bring back to talking with children as we move into 2021.

STUDENT ATTENDANCE

Attendance Procedures

Teaching Staff at St Patrick's will record a student's attendance twice a day, firstly by 9.30 and secondly by 2.15.

Whilst recording attendance it will be noted if any absences are explained or unexplained, any late entry to school is recorded and daily attendance of each child monitored.

This record is completed using the SIMON software system.

Any child coming to school late or being taken out of school during the day, will need their parent/guardian to fill in a Removal/Arrival of students form at the office.

Administration staff will print out an attendance report by 10.00am stating absences and reasons. Any unexplained absences will be followed up with a text to parents or a phone call if the first contact is not responsive.

All unexplained absences longer than 3 days will be followed up by a phone call from the principal notifying parents and guardians that this is unacceptable.

A note will be recorded on the child's file.

Further unexplained absences will result in a meeting with the parent/s or guardian.

An official letter will be sent home if further unexplained absences continue and this letter cc'd to the Catholic Education Office in Ballarat

In 2020 we continued to improve the communication services between school and home through the implementation of Schoolzine software. This software allows for its App to use the Parent Assessment Module in SIMON to allow parents to register their child's absence. Continued absences are always followed up by contact with parents being made by the principal.

During COVID 19's remote learning period, we kept to these attendance procedures listed above, as staff were meeting each day with their students via Google Meets and were able to take a role. This major change was that this only occurred in the morning and not twice a day.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | |
|---|-------|
| Y01 | 92.3% |
| Y02 | 93.5% |
| Y03 | 94.0% |
| Y04 | 92.6% |
| Y05 | 94.0% |
| Y06 | 93.0% |
| Overall average attendance | 93.2% |

Child Safe Standards

Goals & Intended Outcomes

- All our school safe policies and procedures were updated as we moved towards a new governance structure under Diocese of Ballarat Catholic Education Limited (DOBCEL).

Each time a policy was updated we looked at what changes were made and how we could implement these into our school daily life.

Achievements

Child Safety practices at St Patrick's have become more regimented and everything we implement has ensured we remain not only compliant but pro-active in ensuring the safety of the children under our care. We have done this by:

- The re-employment of a compliance officer who is working across the 3 primary schools of the Hampden Catholic Schools Network has also ensured that we remain up to date and compliant with ministerial orders and changes to the guidelines and in 2020 we successfully ensured that we were compliant in all areas.
- Ensuring all updated Child safe policies have been reviewed at School Advisory Council, staff, student and community level, with all stakeholders having access via the web page, newsletter updates or direct passing on of policies.
- Ensuring Child Safety is discussed at a School Advisory Council and staff level on a regular basis as a standing topic on the agenda and from this regular communication has ensued with the community.
- Ensuring staff have all completed the mandatory reporting modules as decreed by the Catholic Education Office and we have put in place procedures to ensure that when working with individual students that there are safeguards for all. Staff have also completed anaphylaxis online modules as well.
- Improving awareness, children have talked in their classrooms about child safety and the school has reviewed many of its practices, policies; especially behaviour, social media vision & mission and wellbeing.
- Completing a VRQA audit with a successful outcome.
- Having regular child safety team meetings between St Patrick's & Mercy Regional College.
- Updating our Child safe risk register to reflect the online environment due to remote learning.
- Implementing a new Code of Conduct in May 2020 to reflect the online environment due to COVID-19. This was made available for staff and SAC members.
- St Patrick's remaining open for vulnerable students during remote learning.
- Ensuring child Safety Officers posters displayed in all rooms highlighting who the students can go to in the event of students feeling unsafe or afraid.

Future Directions

IN 2021 our school is looking forward to consolidating its onsite learning program once again after an interrupted year in 2020 due to COVID. WE will certainly be taking a wellbeing approach to this year and ensuring that we give our school community what they need to thrive. We are also under a new governance structure for the first time in over 100 years, and we look forward to developing this relationship as well as we move forward.

Some of the other events that we will be undertaking are:

- A whole school review
- Implementation of the School Wide Positive Behaviours System (SWPBS) initiative
- Implementation of a new timetable to allow for an uninterrupted literacy block from 9.00-11.00
- Moving through the Planning stages for a new 5/6 wing to be built in 2022
- Our performing arts year to produce a whole school production
- Implementation of Auslan as the schools second language