



St Patrick's School Tongala

2020

Annual Report to the School Community



Registered School Number: 1594

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Contact Details

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Minimum Standards Attestation

I, Jacqueline Stockdale, 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.

17/03/2021

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 Identity and Vision Statements

Our Identity:

St Patrick's is a Catholic school community, committed to the values of strength and kindness in the spirit of the Brigidine tradition.

Our Vision:

St Patrick's believes

- in the development of the whole person created in the image of God
- in the power of collaboration
- that learning is transformative
- that high expectations allow us to achieve beyond our potential
- that individual differences should be valued and celebrated
- that learning needs to be purposeful

School Overview

St. Patrick's is a Catholic Primary School, with 65 students enrolled from Foundation to Grade 6. The Brigidine sisters opened the school in 1959 and conducted the school until the end of 1982.

St Patrick's is located in Mangan Street in the township of Tongala. Students come from the Tongala township and surrounding rural areas. Our families have varied socio-economic backgrounds and structures and our current SES is 87.

The school currently has 4 teaching staff, an Administration Officer, Well Being Worker (Chaplain), Education Support Officer and Specialist LOTE teacher. There are 4 classrooms; Foundation, Grade 1/2, Grade 3/4 and Grade 5/6. Classroom compositions have been structured allow for individual student needs to be met and for cohorts of children to be placed in environment to suit their academic and social emotional learning needs.

Staff are caring and enthusiastic, work well as a team and are strongly committed to Catholic education and the welfare of the students.

St Patrick's actively seek to engage parents, families and carers as partners in the education process and in the life of our school.

Our grounds and spacious learning areas are assets to our school and allow us to provide flexible and child centred curriculum and meet the individual learning needs of all students. School liturgies, as well as the parish sacramental program, involving students and families, are important in our commitment to develop and depth a Christian community.

Our Parish Priest and Canonical Administrator of St Patrick's is Fr Cornelio Jinjo Solis (Fr Jinjo). We are blessed to have Fr Jinjo in our community. He is extremely positive and affirming about our school staff, students, wonderful buildings and grounds and the atmosphere of inclusion and partnership that he has observed.

Principal's Report

2020 was a year unlike any other. It was the year that saw us venture into uncharted waters, those of remote learning. Our whole school community- teachers, parents and students embraced this unique experience with a positive mindset and attitude. We showed that we are a resilient, persistent and amazing community who look after each other. From a teaching and learning perspective we utilised our 1:1 devices and the platform of Google Classroom. To ensure that we stayed connected we used Google Meet.

Leadership this year has continued to be distributed among our staff who have taken up Positions of Leadership in the School- Jackie Stockdale and Katie Rasmussen. Jackie Stockdale has led the Learning and Teaching in our school, coordinating and planning our Professional Learning Community(PLC) meetings to ensure that we developed and reflected upon our planning and teaching of reading comprehension throughout the school.

As part of her leadership role, Katie Rasmussen leads the school in the important area of Catholic Identity. Our Beginning of the Year School Mass was a highlight, with most families in the school attending this celebration. We were fortunate to be able to celebrate St Patrick's Day through a whole school mass and multi-age activities. This was a chance to celebrate with our families and celebrate our stories as part of a strong and connected faith community. Unfortunately due to the impact of COVID-19 we were unable to have our termly whole school masses, including our annual Grandparents Mass. Katie attended diocesan network meetings for Religious Education Coordinators. Katie has worked hard to coordinate our liturgical celebrations and involve Fr Jinjo in our school events and celebrations.

During 2020 we were able to use our loan from the Diocese of Sandhurst's Minor Capital Works Program for projects related to school buildings and facilities only, designed to assist Diocesan schools with primary enrolments, with the financing of Capital Development, to see our planned project come to life. This project saw the main entrance and administration area of St Patrick's redefined. It also saw the beginning of our vision for all of our classrooms to be located in the same part of the school to support flexible learning and individual groupings of students regardless of grade level but based on their learning needs. The student toilets were moved to a more centralised and visible area, away from the school boundaries and in clear line of sight. This was fantastic as during the VRQA's Victorian Child Safe Standards compliance template for assessing the Child Safe Standard requirements in 2018. We became aware that our current student toilets were not located in a position that allowed us to provide adequate supervision to the students when they accessed these facilities, especially during class time. We were concerned that the risk was high and that the toilets needed to be moved to a more centralised and visible area, away from the school boundaries and in clear line of sight.

Catholic Mission and Identity and Education in Faith

Goals & Intended Outcomes

To provide time release for staff professional learning with a priority on supporting staff gaining Accreditation in Religious Education.

To be invitational to our families and create a faith environment where all are welcome and all feel that they can take an active role in prayer and liturgy.

To increase the number of families who attend school Masses, prayer services and religious celebrations with their children

Achievements

Our Catholic faith is integral to all that we do at St Patrick's. Daily prayer, prayer at our weekly assemblies and in the church, help to celebrate special times and remind us that our Catholic faith is central to everything that we do at St Patrick's. We engage in daily Religious Education, with well planned, developmental and sequential learning experiences that reflect contemporary learning and teaching practices. We are intentional in how we structure and provide opportunities for formal and informal prayer and witness in the classroom, wider community, liturgical celebrations and the celebration of Mass. Identification of and commitment to our Catholic Identity has continued to grow in 2020 in the face of a worldwide pandemic and its impact on ourselves and our community.

As a whole school community, we first gathered for our Beginning of the Year Mass on the 14th of February. These were a great opportunity to welcome our new foundation students, their families and present our Year 6 students with their leadership badges from Father Jinjo. We celebrated St Patrick's Day on the 15th of March, which was a fantastic celebration of our patron Saint.

Term One was finalised with our Holy Week ceremony where it was fantastic to see every student in our school participating in either the Palm Sunday, Last Supper or Good Friday dramatisation.

Unfortunately as a result of COVID-19 restrictions many special, annual events could not go ahead in 2020. These included our Grandparents and special persons Mass, Caritas Just Leadership training and student sacramental program.

The 2020 school year concluded with our COVID compliant End of Year Mass which the parents of grade 6 students were invited to attend. This looked very different to previous years. Our students, families and teachers embraced celebrating our unique year together and the graduation of our Year 6 students.

VALUE ADDED

-Daily prayer in family homes during remote learning.

-Family involvement in Religious Education lessons during remote learning. This experience provided families with an insight into what is involved in a lesson and how their students engage with the experiences.

-Our Parish Priest, Fr Jinjo remains a supportive and integral part of our school operations, celebrations and future planning

Learning & Teaching

Goals & Intended Outcomes

To continue to improve staff pedagogical content knowledge in the area of spelling and reading comprehension.

To grow leadership processes and actions.

To identify and enact effective teaching practices

To identify the supports we have accessed. •To engage in rigorous planning to support the sustainability phase of leading school improvement.

Achievements

St Patrick's bases all curriculum on the Victorian Curriculum covering the eight domains and consists of integrating all learning areas through an Inquiry/Investigation Learning approach. Our curriculum encompasses Religious Education with faith development, Christian Praxis, scripture knowledge and social justice incorporated in all areas of the school life. The literacy and mathematical programs emphasise explicit teaching using information gained from ongoing assessment and data analysis. Students explore Visual Arts, Health and Physical Education and L.O.T.E (Italian) through specialist programming.

St Patrick's school is committed to individual student's learning where they are both supported and challenged in all key learning areas and where the students experience ongoing success as learners. The school caters for varied learning styles and encourages students to take responsibility for their own learning.

Our learning and teaching is becoming more targeted and informed by our data. We continue to set high expectations and plan, teach and reflect in order to allow the maximum growth in each child. PLC meetings allowed staff to identify the area of Numeracy as a major focus area for school improvement. PLC meetings were then scheduled to meet our focus goals:

- To improve student attitude, confidence, knowledge and skills in numeracy.
- To improve staff attitude, confidence, knowledge and skills in numeracy.
- Improve student results/data.
- Raise the profile of numeracy in our community.
- To ensure best practise is being implemented.
- Consistency in teacher practice.
- To support and learn from each other.
- Develop a shared language between staff and students.
- Improve our use of Essential Assessment

-Improve parent engagement.

Students who require additional support are identified and supported both in the classroom and with intervention programs that are monitored through rigorous and ongoing data analysis. Students letter identification was monitored closely. If there was a concern the students worked in a Response to Intervention group where there was more frequency and targeted teaching for the students' needs. Students made great gains and 95% of our Foundation and Grade 1 students were able to finish the year knowing the names of all upper and lower case letters of the alphabet. Other students throughout the school were closely monitored in regards to their reading level and comprehension understanding and their gains were celebrated. All students were placed on a visual data wall to closely monitor their reading levels and letter identification knowledge.

Technology at St Patrick's is supported by a 1:1 device program in all classrooms across the school. The Foundation to Grade 3 students have iPads, while the Grade 4-6 students are provided with laptops.

STUDENT LEARNING OUTCOMES

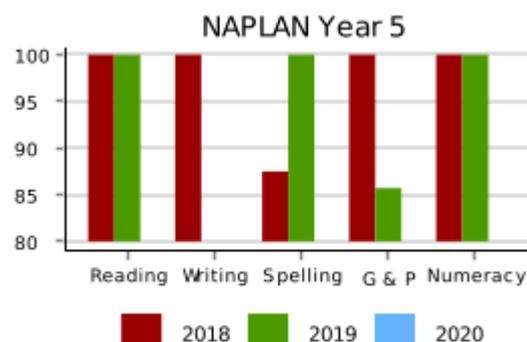
[StudentLearningOutcomes]

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	85.7	100.0	14.3		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	88.9	-11.1		
YR 03 Spelling	57.1	100.0	14.3		
YR 03 Writing	85.7	100.0	14.3		
YR 05 Grammar & Punctuation	100.0	85.7	-14.3		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	87.5	100.0	12.5		
YR 05 Writing	100.0	71.4	-28.6		

* 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.



Pastoral Wellbeing

Goals & Intended Outcomes

To build on and embed our environment of high structure and high support, adding to and enhancing the strategies we use to cater for whole school wellbeing and individual learning needs in behaviour management and emotional regulation.

To depth our Chaplain program, via professional learning opportunities, with scheduled time for formal student interaction, higher visibility and clarity of role within the community.

To continue to build community and support families through the embedding of Paddy's Playgroup and the continued allocation of a leader to facilitate this program in our school.

To embed and refine our school transition program, Little Paddy's and to build on this as a means for growing enrolments in Foundation.

To continue to timetable and teach explicitly an evidence based, researched and resourced Protective Behaviours Program to all students formally from Foundation to Year 6 via the classroom teacher.

To prioritise the wellbeing and safety of all students who attend St Patrick's and ensure compliance by implementation and ongoing refinement and revisiting of our Child Safe Standards by all members of our community.

Achievements

We have worked hard to strengthen our home -school partnership and our school events have been well supported and reflect support for the school and its programs. This was also evident in how well we worked in partnership with our families during remote learning.

All Prep students and other new families were offered the opportunity of a home visit by Maddison Jansen and Katrina Johnson. This was invaluable in developing strong connections between home and school.

The continued development of Personal Learning Plans has helped in the strategic development of a differentiated curriculum and we have offered Program Support Group meetings (PSG's) each term for students who we deemed at-risk. Our at-risk students have been more easily identified by more widely known systems and processes for identification and follow up support.

We continued to teach a formal, evidence based Social Emotional Curriculum to all students in 2020. RRRR, Respectful Relationships was used to teach Protective Behaviours to all students from Foundation to Grade 6 and was facilitated by the classroom teachers.

Mindfulness and Meditation is well embedded in our timetable, being scheduled from Foundation-Grade 6, on a daily basis. This has allowed the students to be formally taught strategies and knowledge about being present, grateful and how to use mindfulness and meditation as a tool to support coping and calming down.

The role of Chaplain has been maintained at two days per week, staffed with a qualified individual in the role. Our Chaplain has been able to support students with welfare and wellbeing needs, build community through parent information and support and respond to needs throughout the day in both formal and informal ways.

Gardening and sustainability groups have been further timetabled to provide a systematic and proactive response to support all children but most specifically angry or anxious students, allowing for calm times for conversation and teaching outside of the classroom.

Paddy's Playgroup has been embedded in the community, with staffing to ensure that we continue to provide a well planned and developmentally appropriate playgroup for families in the local community. Little Paddy's school transition program has been embedded to support enrolment and transition to school. A budget to support quality program delivery of both playgroup and our transition program has been allocated and will ensure sustainability of these programs into the future.

VALUE ADDED

- Home Visits
- Parent Support Group Meetings
- Implementation of RRRR, Respectful Relationships
- Mindfulness and meditation embedded in all classrooms
- School Chaplain
- Paddy's Playgroup
- Little Paddy's
- Welcoming BBQ and information evening
- Care Meals,
- Recess and lunch activities for students,
- 'Cuppa and Convo' parent session

STUDENT SATISFACTION

Insight SRC data shows our four main areas of strength are teaching and learning, student safety, teacher empathy and purposeful teaching. This is powerful as two of these areas are from the teacher relationship category. This aligns with our strong emphasis on relationships and partnerships at St Patrick's. In 2020 we maintained the majority of our experienced staff from 2019. This may be a contributing factor to the decrease in student behaviour as our experienced teachers continue to have high expectations around behaviour- especially considering the trying nature of 2020.

The role of Chaplain has been maintained at two days per week, staffed with a qualified individual in the role. Our Chaplain has been able to support students with welfare and wellbeing needs, run formal programs such as Seasons For Growth to intervene with students experiencing grief and loss, build community through parent information and support and respond to needs throughout the day in both formal and informal ways.

Cooking, gardening and sustainability groups have been further timetabled to provide a systematic and proactive response to support all children but most specifically angry or anxious students, allowing for calm times for conversation and teaching outside of the classroom.

Paddy's Playgroup has been embedded in the community, with staffing to ensure that we continue to provide a well planned and developmentally appropriate playgroup for families in the local community. Little Paddy's school transition program has been embedded to support enrolment and transition to school. A budget to support quality program delivery of both playgroup and our transition program has been allocated and will ensure sustainability of these programs into the future.

STUDENT ATTENDANCE

[SWStudentAttendance]

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	91.0%
Y02	86.5%
Y03	92.6%
Y04	93.3%
Y05	92.4%
Y06	91.2%
Overall average attendance	91.2%

Child Safe Standards

Goals & Intended Outcomes

To prioritise and integrate the child safety focus into the daily life of the school and community and include this focus in our school's vision and broader goals.

To ensure best practice and systems for the care and wellbeing of all students using the content in the Protect guidelines as developed by the Department of Education and Training, the Catholic Education Commission of Victoria and the Independent Schools Victoria.

Our 2020 Child Safety Plan identifies the following goals and intended outcomes;

-St Patrick's will provide a child safe environment where all children have the right to be treated with respect and will be protected from harm.

-St Patrick's Tongala is a child safe school. We promote the safety, wellbeing and inclusion of all children.

Achievements

St Patrick's has been intentional and proactive in its adoption of all recommendations to ensure a safe environment for our students. Some of our achievements include the ongoing implementation and review of the Child Safe Standards and the cultural change that we have brought about in our school community.

The Principal, as leader for child safety, continues to be the nominated Child Safety Officer, with the status and authority, to undertake the role effectively. Some broad areas of the role included and continue to include providing authoritative advice, raising awareness and training. Some actions include but are not limited to the following;

-Acting as a source of support, advice and expertise to staff on matters of child safety.

-Maintaining the visibility of child safety.

-Leading the development of the school's child safety culture, including being a child safety champion and providing coordination in communicating, implementing, monitoring, enhancing and reporting on strategies to embed a culture of child safety. Ensuring the school's policies are known and used appropriately. Ensuring the school's child safety policy is reviewed in the context of school self-evaluation undertaken as part of the school accountability framework. Ensuring the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this.

-Being alert to the specific needs of children in need, those with special educational needs and young carers.

-Encouraging among all staff a culture of listening to children and taking account of their wishes and feelings in any measures to protect them.

Being authoritative in providing advice by:

- keeping their skills up to date with appropriate training carried out every two years
- having a working knowledge of how the Department of Health and Human Services (DHHS) and Community Service Organisations conduct a child protection case conference to be able to attend and contribute to these effectively when required to do so.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.
- Ensure each member of staff has access to and understands the school's child safety policy and procedures, especially new and part time staff.
- Make sure staff are aware of training opportunities and the latest DHHS and CEO policies and guidance.

During 2020 two members of the staff, Jackie Stockdale and Katie Rasmussen, completed their training to be Child Safety Officers at St Patrick's.

Leadership & Management

Goals & Intended Outcomes

To provide leadership, professional development and renewal opportunities to build spirit filled people who are highly competent, aspiring to excellence in learning and teaching.

To ensure that role specifications clearly state the responsibilities and expectations of all staff members, that there is regular and ongoing appraisal of all staff and that there is consultation on decision making.

To formalise and embed our commitment to the formation of Grade 6 leaders via opportunities to lead assemblies, speak at community events, represent the school and conduct school tours.

To provide time and funding for all staff members to attend the Smart Spelling Professional Development in Melbourne to ensure whole school implementation of this program across our school.

To more intentionally engage with the local community to promote and build parental and family engagement.

To commit to the ongoing professional learning and introduction of Complispace in our school to provide online governance, risk compliance and policy management solutions.

Achievements

Staff leadership this year has continued to be distributed among our staff who have taken up Positions of Leadership in the School. Jackie Stockdale has led Learning and Teaching and Katie Rasmussen has led Catholic Identity.

All staff articulated, documented and enacted their individual professional goals and took part in formal Goal Setting at the beginning of the year and Annual Review Meetings in December.

Personal and professional learning needs of staff were planned for and scheduled according to individual goals and whole school priorities.

Documentation is in place to show role descriptions and contractual agreements and are aligned with industrial agreements.

All Grade 6 students attended a Leadership Day at St Mary's Mooroopna and also Echuca to begin forming them as leaders.

Student leadership is evidenced through the weekly student led assemblies, representation by school leaders at local and community events.

PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

All staff with Positions of Leadership have attended Network and training days that pertain to their leadership area. Jackie Stockdale and Katie Rasmussen attended the Deputy Principal's Network Days throughout the year.

Jackie Stockdale and Katie Rasmussen, completed their training to be Child Safety Officers at St Patrick's.

Lauren Bennett attended the SmartSpelling Professional Development day in Melbourne and continued to support the SmartSpelling process already established at St Patrick's in 2018. The implementation of SmartSpelling scope and sequence continues throughout the school F-6. The teachers all utilise the suggested activities within the program so that the students all have a common language and understanding of the spelling process.

Maddie Jansen completed her Accreditation to Teach in a Catholic School.

As a graduate teacher, Lauren Bennett, completed her full VIT registration. This involved mentor sessions with Jackie Stockdale. Lauren also attended a graduate teacher professional development session presented by Dan Peitro.

All staff completed the following professional development:

- Disability Standards for Education: Primary through the NCCD portal.
- Essential Assessment: Effectively using Essential Assessment in the Classroom
- Bernadette Pearce: Numeracy focus
- Kylie Smith: The Importance Of Prayer
- ROSAE: Training to complete student consultation requests
- First Aid

TEACHER SATISFACTION

Our Insight SRC staff data showed that the 'Teaching Climate Aggregate Indicator' reflects that we have made a significant improvement into the 90th percentile. The most notable achievement and area of improvement has been in the area of curriculum processes. Our data shows that we are ranked in the top 25% of schools in Victoria. This has continued to improve

from 2019, which may be a result of our intentional focus on the learning and teaching processes in our school and the experienced staff we retained.

A pleasing improvement has been in the area of student behaviour in the classroom and throughout the school. Positive behaviour supports and systems have been part of our school improvement plan for the past 4 years, and it is pleasing to see growth and improvement in this important area of our school.

Staff engagement data shows that we have a social group style: staff get along well with each other, but they do not discuss issues that affect the school and do not share the school's priorities, philosophies and way of doing things. When unpacking this data with staff they felt this was not a true reflection of their engagement style. They also said that they prefer to work as a team and a whole staff rather than on their own. Teamwork and empowerment are strengths and indicate a team culture where communication, support and assistance are practiced.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	99.3%
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ALL STAFF RETENTION RATE

Staff Retention Rate	77.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1.0
Teaching Staff (Headcount)	10.0
Teaching Staff (FTE)	7.4
Non-Teaching Staff (Headcount)	5.0
Non-Teaching Staff (FTE)	4.0
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

To build our partnership with parents and families to engage them in the life and learning at St Patrick's.

To continue to fund and ensure the sustainability of both Paddy's Playgroup and our Little Paddy's school transition programs.

To engage an architect to develop a school Master Plan to support future development of the school and allow us to apply for funding to begin improvements

Achievements

Fundraising and community engagement have found a rhythm that suits our small school context. Individual parents or groups are taking carriage of specific fundraising events and are organising these in our community. Social events for parents and students included a welcome BBQ, St Patrick's Day Mass and celebrations involving community activities and food, morning teas and more. The funds raised through raffles and school events are important as they contribute to the resourcing and purchasing of equipment and learning tools.

Parents are taking carriage of our 'Friday Feeds' and are cooking healthy lunch options every Friday from our hall kitchen. Parents have undertaken Food Safety and Handlers formal accreditation and are leading this initiative in our school. The benefits from our Friday Feeds, touch both the parents who prepare the meals with social connection, leadership from parents, healthy food for our community, fundraising and connection to our school.

Paddy's Playgroup continues to be a successful and embedded program in our school. We have engaged families from the local community and created a welcoming and stimulating environment for the children and their parents and this playgroup feeds in to our school transition program, Little Paddy's.

Little Paddy's has developed a positive reputation in the community with families making contact with the school to add their child/ren to a waiting list for the following year and with 15 students enrolled who attended this program every Friday. These 15 students all enrolled into Foundation and so assured our school of the ability to plan for a straight Foundation class to provide for what we believe is the very best start to formal schooling.

PARENT SATISFACTION

Parent opinion and satisfaction is very pleasing, the Insight SRC data sets show the strongest affirmation of the relationship between parents and the school. Our data for parent opinion shows our scores in the top 25% of the state with the best improvement in classroom behaviour and high percentiles in learning focus. This is a very rewarding data set as we have worked hard to improve in these areas. This was followed closely by a significant improvement in student motivation. Our data also showed us that our parent community considered respect for students and school improvement as an area of strength.

During remote learning our families completed an online survey. Of the families that completed the survey 80% believe that their child improved their independence, 60% improved their organisation skills and 53.3% improved their confidence. 100% of families reported that their child liked the live morning check-in with their teacher and peers. 100% of families also reported that their child liked and benefited from the live teaching sessions that were implemented during remote learning. These results were extremely positive, considering the unique nature of this time within our lives.

Future Directions

The future for St Patrick's is exciting. We have intentionally focused on building our profile in the community and with our enrolled families. We have done this through our open door policy, quality education and care for the welfare of our community, through playgroup, our encouragement and celebration of parental involvement, advertising in the local newspaper and the Tongala Times, attendance at local community events, along with visits to the aged care facility to name but a few. We are making it clear that we value parents and families as active partners in this journey of education and we are starting to build our social capital in this area. Our focus will not shift from the strategic and lifegiving creation of an environment that values diversity and caters for individual needs.

Our school is proudly and overtly Catholic, with our school culture reflecting and living the Gospel values and Catholic Social Teaching. We are truly committed to the words of John 10:10, 'I have come that they may have life and have it abundantly.'

Recruitment of new staff for 2020 was an opportunity to add new, experienced teachers to our amazing team. We are a very strong team, focused on individuals and their growth, constantly challenging ourselves to think flexibly and to think about ways to improve. School enrolments are slowly growing. We had 65 students enrolled in total and 14 Foundation students in 2020. We have spent considerable time establishing ourselves as a viable and preferable educational facility for local families in the past 6 years, starting a Playgroup and a School Transition Program for incoming Foundation students and our enrolments are finally reflecting this effort.

In 2021 Katrina Johnson is taking 12 months personal leave and Jackie Stockdale will be Acting Principal. This is a great opportunity for Jackie to develop her leadership capacity.

Acceptance and celebration of our families is something that we carry proudly into our future years. It is important that we meet people where they are at, supporting them when needed and at times challenging them in a respectful and supportive way. We celebrate the positive changes and successes that we are experiencing and commit to continued improvement, with our focus moving more to the area of learning and teaching. An exciting and much anticipated project for our school will be the staged renovations and refurbishment of the physical spaces throughout the school. Completion of the building project over the next few years will enable all classrooms to move into the main school building. This will far more effectively support the needs of our learners, enabling flexible learning and individual groupings of students regardless of grade level, based on identified learning needs. The project involves refurbishment of the existing 2 classrooms and the area that was previously the office and library. This refurbishment will facilitate opportunities for learning and teaching to be delivered in a way that directly aligns with St Patrick's educational philosophy which focuses on meeting the diverse range of learners' needs at St Patrick's Tongala.

St Patrick's is a place of genuine Care for All and we are very proud of the environment that we have created and the young people with whom we interact with and nurture each day. Our school

values and celebrates each and every individual, welcomes diversity and constantly strives to allow all within our community to flourish.