ANNUAL REPORT
TO THE SCHOOL COMMUNITY

ST PATRICK'S PRIMARY SCHOOL
TONGALA

2019

REGISTERED SCHOOL NUMBER: 1594

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Contact Details

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Minimum Standards Attestation

I, Katrina Johnson, attest that St Patrick's Tongala is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the *Education and Training Reform Act 2006 (Vic)* and the *Education and Training Reform Regulations 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA

- Australian Government accountability requirements related to the 2019 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.

20th April 2020

Our School Vision

Identity Statement

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

Vision Statement

St Patrick's strives to:-

* Foster collaborative partnerships with our families and wider community to create a dynamic learning environment in which the whole person is educated – spiritually, academically, socially, emotionally and physically.

* Provide a child safe environment where all children have the right to be treated with respect and will be protected from harm.

* Teach, model and live the teachings of Jesus.

* Create a learning environment where learners inquire, explore, discover and reach their full potential.

* Foster safe and positive learning environment that values best practice learning and teaching.

* Create a school community that is inclusive and welcoming.

* Be a school community that supports, celebrates and values the contributions of all.

School Overview

St. Patrick's is a Catholic Primary School, with 60 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 3 classrooms – Grade P/1, Grade 2/3/4 and Grade 3/4/5/6. Classroom compositions have been structured to allow for individual student needs to be met and for cohorts of children to be placed in an 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 a 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

With a high turnover of staff the first priority was on building relationships amongst staff, students and our community, who had not experienced such a significant change in staffing for the past 4 years. The focus for the school was on establishing new routines and expectations throughout all of the learning environments, with all cohorts of students and their new classroom teacher, as well as school wide systems and routines. The curriculum in Term 1 covered a major component of the Personal and Social Capabilities which incorporated Building Communities and establishing the Positive Behaviour Intervention and Supports (PBIS) throughout the school.

In May of 2019, St Patrick's applied for and was successful in gaining a 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. Our project has its inception when we were conducting an audit of our school in order to complete 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. Our vision for our students is that their classrooms are all 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.

Third term was also significant for us. St Patrick's was the recipient of the Philomena Billington Social Justice Through The Arts Scholarship which saw us gifted with $15,000 to spend on a project that promoted both Social Justice and The Arts. Our focus was on community and the connections that this school has to our local place, our Indigenous past and present, our Brigidine school charism and history and our current links to the wider Tongala and district community. The intention was to build skills and opportunities that would ultimately rehape the story and the futures of the young people and their families in our community. We also aimed to engage the whole school in a creative space with the support of professional creative and technical staff to make a range of content to explore the sense of connection that our students have to this place and to their local town and use the genres of video, performance, augmented reality. The students spent time composing original songs in collaboration with the artists and worked on elements of storytelling and poetry reflecting on their own connections and special places within Tongala.

To achieve our outcomes we engaged the artists from the ARENA theatre group to create a wonderful immersive, gallery-style installation in our Cill Dara. The project engaged the children for 10 weeks and culminated in a performance piece using video and drone footage to capture the students' relationship to the school and the town of Tongala.

As part of her leadership role, Jackie Stockdale leads the school in the important area of Catholic Identity. Our Beginning of the Year School Mass is always a highlight, with most families in the school attending this celebration. Our attendance at Masses and liturgical celebrations has continued to grow from year to year and this is something that we are very proud of. Our Grandparents Mass in Term 3 was another opportunity for us to celebrate with a whole school Mass, celebrate with our families and celebrate our stories as part of a strong and connected faith community. We are confident that this high attendance rate at liturgies, prayer gatherings and Masses, suggests a wide base of support for the identity of St Patrick's as a Catholic school. Jackie has attended diocesan network meetings for Religious Education Coordinators each term. Jackie has worked hard to co-ordinate our liturgical celebrations and involve Fr Jinjo in our school events and celebrations.

Leadership this year has been very much distributed among our staff who have taken up Positions of Leadership in the School. Our recruiting of new staff, specifically Jane Stock, Jackie Stockdale and Katie Rasmussen, has affored us the opportunity to have 3 experinced educators in the school who have all been in formal leadership positions in their previous schools. The opportunity to build on the systems and practices in our school with this experience and willingness to lead, was an amazing opportunity for St Patrick's. Jane Stock has lead the Learning and Teaching in our school, co-ordinating 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.

Under the leadership of Katie Rasmussen, our focus on Health and Physical Education across the school has been a priority and has been a highlight of our achievements. St Patrick's has focused on increasing our students' skills and knowledge of organised sports that are played within the Tongala and District community. We applied for and received funding through the 'Sporting Schools' program. We used the funds to acquire coaches to deliver basketball, lawn bowls and tennis programs to our students. Students received at least four lessons from a registered coach in each sport. We were also able to purchase equipment to assist the delivery of these programs and ensure that the sports are taught into the future. Throughout the basketball unit, it was noted that there was only one basketball ring at the side of the basketball court which made it impossible for students to play a proper game. It then became our aim to install two reversible basketball/netball towers to enable students to play basketball and netball on the court. We applied for funding through the Tongala and District Community Bank Branch to complete this project and we were successful. Grants from Greenhams and Moama Bowling Club enabled us to buy padding and install the new towers in the semester break.

Some of the key sporting moments for 2020:

- Junior students attended the Kaboom sports day.

- Middle students attended the cluster Summer Sports Day.

- Senior students attended Woolworths Blast Cricket Carnival in Moama.
- Students from grades 3-6 attended the Waranga District athletic sports day in Shepparton.
- Callum Leocata from Kyabram Knights soccer club ran a soccer clinic for the middle and senior classes.
- Susie Dundas from Tennis Victoria ran sessions with the grade 4/5 students to teach them the Red Ball format of tennis.
- Jacob DeAraugo from Cricket Victoria ran cricket sessions with all three classes.
- Students from St Patrick's joined Tongala Primary School to participate in the Campaspe Football Carnival.
- Successfully applied for Open Waters Learning Experience grant to allow students from grade 3-6 to attend program for free in 2020.
- Sporting Schools Term 2 - Jaxson MacFarlane (Shepparton Gators Basketball) ran four lessons for all three classes.
- Sporting Schools Term 3 - John Emmerson ran 4 lessons for the middle and senior classes.
- Sporting Schools Term 4 – Zach McGrath ran 5 lessons for the middle and senior classes.
- Every student was given the opportunity to attend 5 swimming lessons at Aquamoves in Shepparton.
- Grade 5/6 girls participated in a SALT (Sport and Lifestyle Training) session with Carissa called 'Strong is the New Pretty' which was funded by Mawsons.
- Life Education van visited. All classes attended a session.
- All students participated in the Life Saving Victoria 'Sink or Swim – Meet a Life Saver' program.

In 2020, St Patrick's aim will be to increase relationship between the school and local sports groups. We aim to increase communication and will encourage groups to advertise events through our school newsletter, talk about their group to students and run clinics for our students. We have received funding to implement Judo in Term 1 of 2020.

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 2019 with many holy and meaningful celebrations throughout the year.

As a whole school community, we first gathered for our Beginning of the Year Mass in conjunction with St Patrick's Day on the 17th of March. This was a fantastic celebration of our patron Saint and a great opportunity to welcome our new foundation students, their families and present our Year 6 students with their leadership badges from Father Jinjo.

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.

Our Year 5 students learnt more about the great work Cartias does at their Just Leadership training day in Echuca in December, preparing them to lead Catholic Identity with student voice in 2020.

Our Grandparents and special persons Mass in August was a special day which saw a high percentage of students join with their Grandparents or special people to celebrate Mass. It was wonderful to see students, family members and Father Jinjo interacting together after the Mass for morning tea and a cuppa in the schoolyard.

The 2019 school year concluded with our End of Year Mass to a full church. Our students once again showed their singing talent in front of the huge crowd when celebrating our year together and the graduation of our Year 6 students.

VALUE ADDED

CRT staff have been employed regularly to allow one staff member to attend accreditation days to work towards full accreditation in Religious Education.

•Daily prayer in the classrooms.

•Whole school prayer in the church attended by parents and led by individual class groups each fortnight.

•School Masses each term are well attended and whole school celebrations of Reconciliation in the church each semester have attracted many families, some who have never been to church before.

•Activities and fundraisers for Caritas and Catholic Missions have been initiated and led by our Social Justice team, made up of students and staff. St Vinnie's Winter Appeal has been supported via food donations from the school community, helping to raise awareness in our students.

•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.

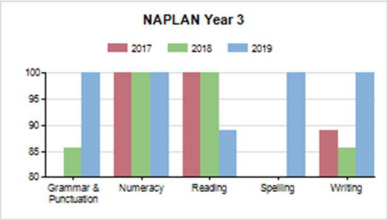
Achievements

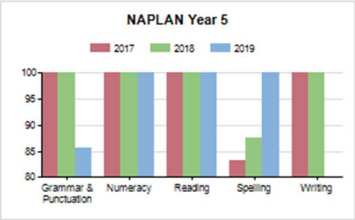
As always, we continue to collaborate and join with the Tongala Primary School and the Tongala Community in as many ways as possible. We sang as a school choir at the Tongala Community Christmas Carols and regularly visited Rocky McHale, the Aged Care facility to interact with and have afternoon tea with the residents.

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. Our mission was to develop better reading comprehension and reading levels throughout the school. PLC meetings allowed staff to identify the area of Reading Comprehension as a major focus area for school improvement. PLC meetings were then scheduled around the skills that the students required to be able to fully comprehend what they were reading.

Staff worked through skills and approaches found in the resource 'Reading Power' by Adrienne Gear. The staff and students developed a shared vocabulary and teaching approach to reading comprehension so that there was shared understanding and pedagogy. There is a clear understanding around comprehension strategies such as questioning, connecting, visualising, inferring, predicting and transforming.

Students reading levels were 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. Grade 1 students were able to close the gap between their learning levels from Foundations and re-entered the learning in the classroom at the same standard as their peers (and at the expected level from the CEO.) Other students throughout the school were closely monitored and gains were celebrated. All students were placed on a visual data chart to closely monitor their reading levels.





E3041
St Patrick's School, Tongala

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2017 %	2018 %	2017 - 2018 Changes %	2019 %	2018 - 2019 Changes %
YR 03 Grammar & Punctuation	77.8	85.7	7.9	100.0	14.3
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	88.9	-11.1
YR 03 Spelling	66.7	57.1	-9.6	100.0	42.9
YR 03 Writing	88.9	85.7	-3.2	100.0	14.3
YR 05 Grammar & Punctuation	100.0	100.0	0.0	85.7	-14.3
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	83.3	87.5	4.2	100.0	12.5
YR 05 Writing	100.0	100.0	0.0	71.4	-28.6

STUDENT LEARNING OUTCOMES

Year 3

In Year 3 we have seen significant improvement in results with 100% of students meeting minimum standards in the areas of Grammar and Punctution, Numeracy, Spelling and Writing.

A major improvement has been in Spelling with a 42.9% increase in results from 2018 to 2019. Writing has also improved with a 14.3% increase in this curriculum area from 2018 to 2019, along with a 14.3% improvement in Grammar and Punctuation

There has been a decrease in students meeting minimum standards in Reading and this has been a negative change of -11.1% from 2018 to 2019.

Year 5

In Numeracy, Reading and Spelling, 100% of students have reached minimum standards in 2019. This continues the consistent positive trend in Reading and Numeracy from the past 4 years.

Spelling is an area that has improved by 12.5% from 2018 to 2019.

Grammar and Punctuation has decreased from last year, with a -14.3% drop. Spelling has also decreased from 2018 to 2019 with a -12.5% decrease along with Writing which is a negative -28.6% change from 2018.

All NAPLAN data has been shared with staff. We have used this data set, along with other data to plan for next step in learning. It is very apparent that we need to focus on explicit teaching and sequential learning in the areas of Reading and Writing.

Student 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

Insight SRC data shows an increase in Community Engagement from 2018 to 2019, from 87.1% to 91.2%. 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. 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 2019. 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 has been a new addition to our timetable, being scheduled from Foundation-Grade 6, at 1pm each day. 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.

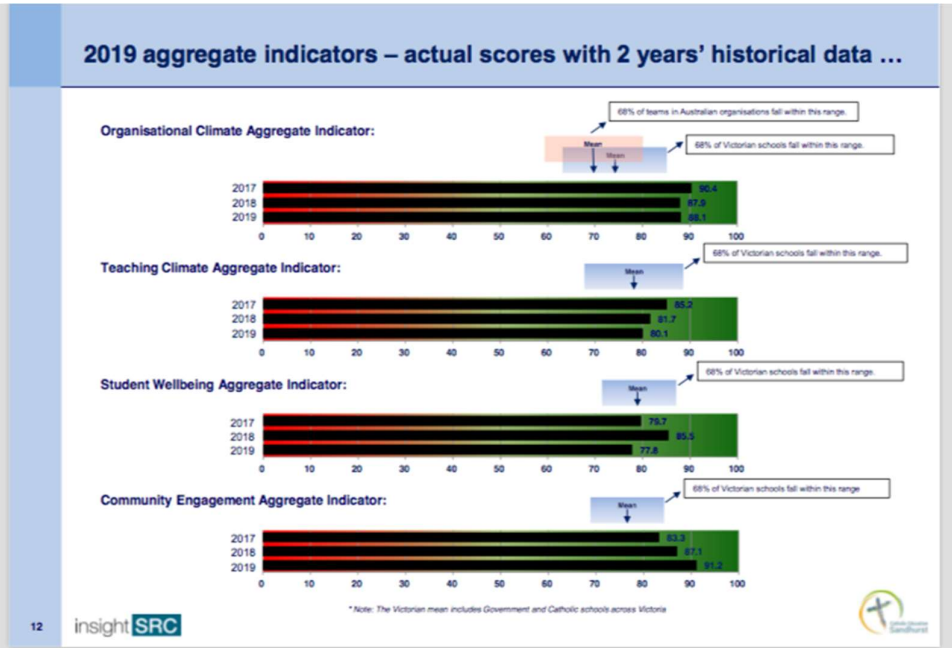
STUDENT SATISFACTION

Insight SRC data shows very strong percentiles for all areas of the 2019 aggregate indicators. All scores are well above the mean for schools and organisations and there is a climate of calm throughout the school. There has been a big turnover in staff at the beginning of the 2019 school year and although a positive and exciting change for the school, this may be a contributing factor to the decerase in student wellbeing as new teachers bring with them new expectations around behavior and learning outcomes. This may have contributerd to the decrease in Student Wellbeing percentile.

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

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	82.1
Y02	93.0
Y03	89.1
Y04	94.2
Y05	89.1
Y06	88.5
Overall average attendance	89.4

STUDENT ATTENDANCE

Attendance Monitoring	
Attendances are checked at least twice a day	Class Roll is taken twice daily on SIMON– at 9:05am and 2:30pm Unexplained absences are followed up with an SMS message to parents at 9.30am
Daily attendances are monitored and absences from class are identified	Staff keep a watch on students with regular absences – or arriving consistently late or leaving early on a regular basis
Follow up of unexplained absences	In the first instance teachers inform the office staff who send the SMS to ascertain why a student is absent. Each parent is expected to reply to the SMS immediately to explain any absence. After 2 days of absence, the Principal or the classroom teacher is to speak with the parent and ascertain why the student was absent and record this on SIMON.
Identification of unsatisfactory attendance	Staff are asked to familiarise themselves with the new Attendance Guidelines on the Department's website; as these apply to all schools www.education.vic.gov.au/school/principals/participation/Pages/attendance.aspx.

Child Safe Standards

Goals and 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 2019 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 authorative advice, raising awareness and training. Some actions incude 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.

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

•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.
•Extremely strong numbers of parents and families attending school celebrations and activities.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING
DESCRIPTION OF PL UNDERTAKEN IN 2019
All staff with Positions of Leadership have attended Network and training days that pertain to their leadership area. •Katrina Johnson travelled to Sydney to engage in Mindfulness and Meditation training to allow accreditation as a facilitator to deliver this program in the school. • Jane Stock attended the Deputy Principal's Network in Term 1&2. The first network meeting was held over two days and covered coaching techniques. Time is put aside to

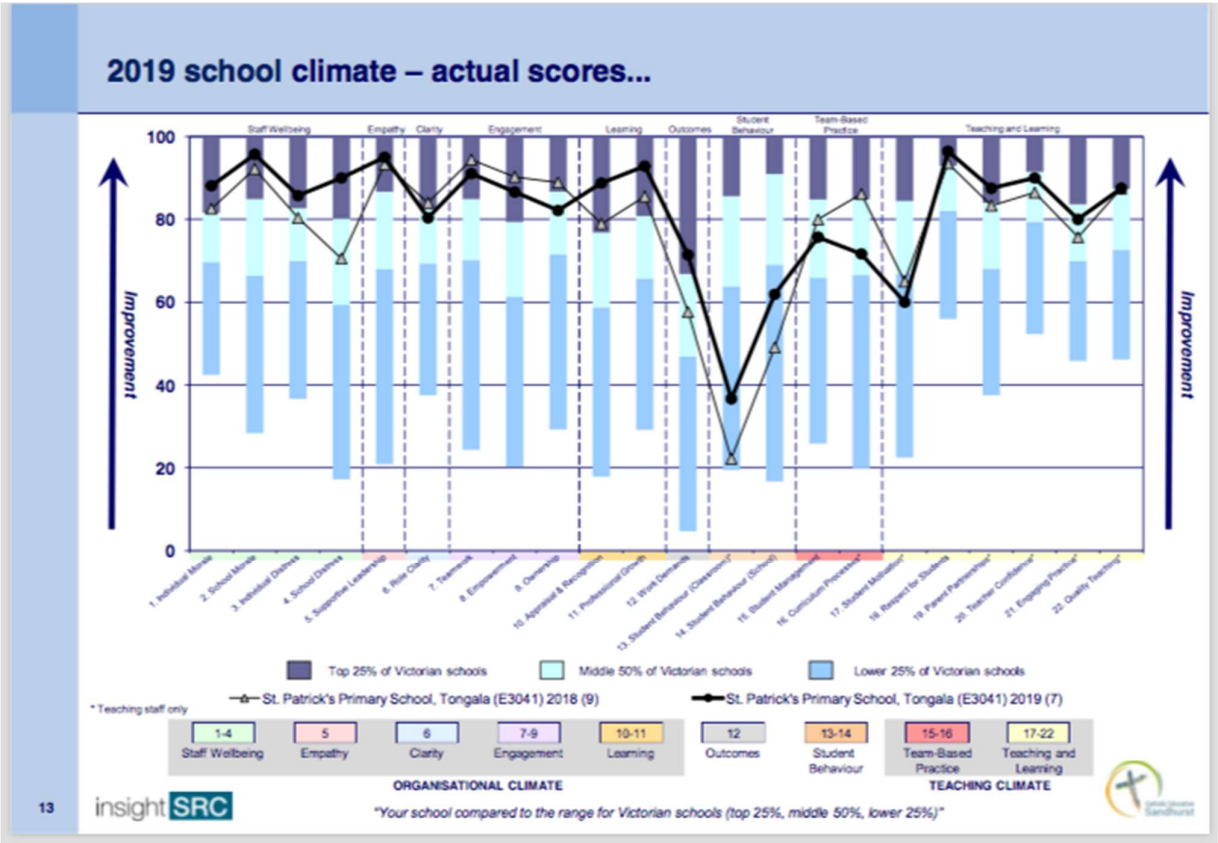
have an intentional conversation with colleagues regarding their own professional practice. Jane has been meeting with Maddison Jansen at 8am on Thursday mornings to set goals, action the goals and celebrate achievements in regards to professional practice improvements. Term two Deputy Principal network covered all of the changes to the Child Safe Standards and policy development. Katie Rasmussen attended the Deputy Principal Network in Term 3.

In January 2019 Jane Stock and Jackie Stockdale 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 utilize the suggested activities within the program so that the students all have a common language and understanding of the spelling process.

Maddie Jansen studied for Accreditation to Teach in a Catholic School. Jane Stock attended the 16th Annual Hawker & Brownlow 'Thinking and Learning Conference' in Melbourne - bringing back information around 'Reading Powers' with Adriene Gear and PLC development with Gavin Grift.

All staff are completing the Disability Standards for Education: Primary through the NCCD portal.

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2019	5
AVERAGE EXPENDITURE PER TEACHER FOR PL	$1,800



The most notable achievment 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 and this may be a result of our intentional focus on the learning and teaching processes in our school and the addition of our new, experienced staff.

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 3 years and it is pleasing to see growth and improvement in this important area of our school.

Our data also shows that school distress is a priority for improvement. The data indicates that staff prefer to work as 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.

Our data also suggests that there needs to be more agreement of and commitment to of the goals of the school.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	85.8%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	66.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	75.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	7
Teaching Staff (FTE)	6.2
Non-Teaching Staff (Headcount)	3
Non-Teaching Staff (FTE)	2.0
Indigenous Teaching Staff (Headcount)	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

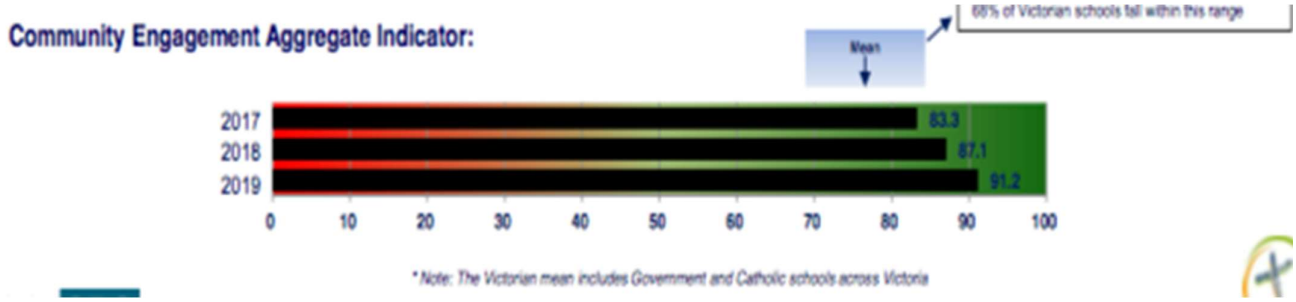
•Fundraising and community engagement have found a rhythm that suits our small school context. Individual parents or groups are taking carriage of specific fundraising events and are organising these in our community. Social events for parents and students included a welcome BBQ, a movie night, a fun run, 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 ladies 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 12 students enrolled who attended this program every Friday. These 12 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.

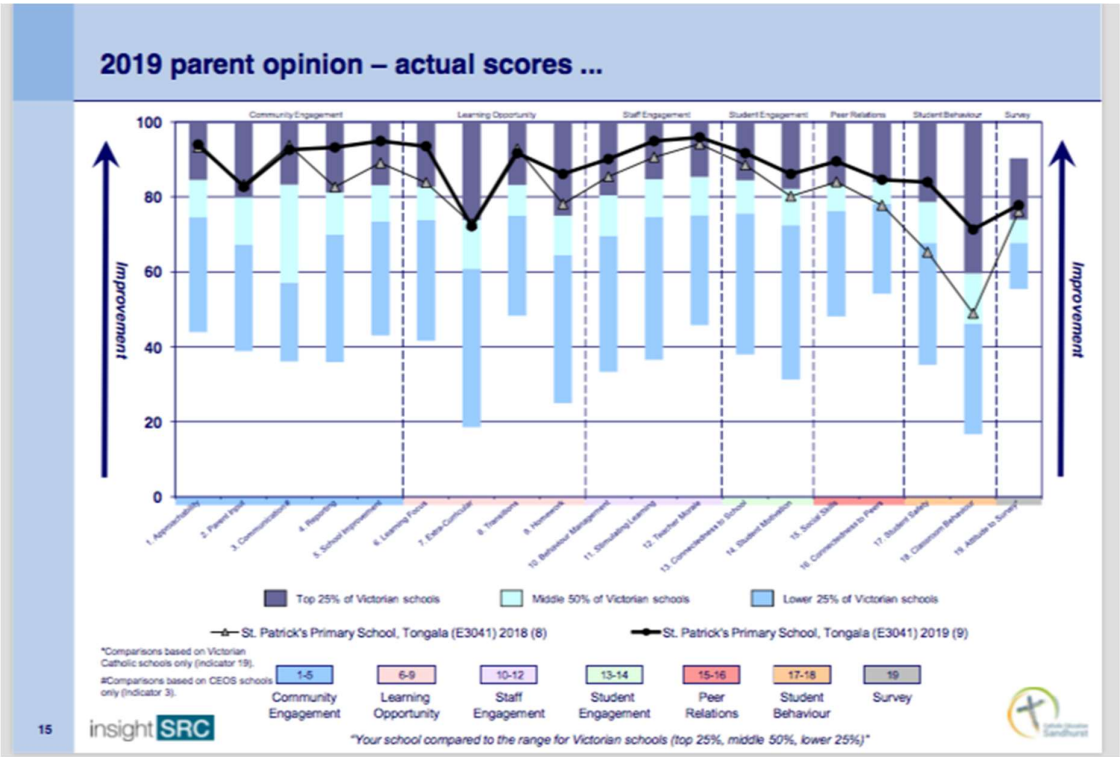
•Peter Byrne from B3 architects worked with our staff and school community at staff meetings and in consultation with families to develop a school Master Plan. The intention of our Master Plan was to allow us to initially relocate the student toilet block as we realised that the current location was not easily visibile by staff and was therefore, not in alignment with our commitment to child safety standards at St Patrick's. Peter will remain in partnership with the school as the 1st stage of the Master plan, the relocation of the student toilets and adminiatration area of the school is scheduled to be actioned in Term 2 of 2020.

PARENT SATISFACTION

Parent opinion and satisfaction is very pleasing, these 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.

Our community engagement aggregate continues the upward trend, increasing from 2017 to 2018, from 83.3% to 87.1% and then again from 2018 to 2019 with percentages of 87.1% climbing to 91.2%. Families feel connected and supported and our data is significantly above the mean for Victorian schools.




2019 parent opinion – actual scores ...
Improvement
Improvement
100
80
60
40
20
0
Top 25% of Victorian schools
Middle 50% of Victorian schools
Lower 25% of Victorian schools
St. Patrick's Primary School, Tongala (E3041) 2018 (8)
St. Patrick's Primary School, Tongala (E3041) 2019 (9)
*Comparisons based on Victorian Catholic schools only (indicator 19).
#Comparisons based on CEOS schools only (Indicator 3).
1-5 Community Engagement
6-9 Learning Opportunity
10-12 Staff Engagement
13-14 Student Engagement
15-16 Peer Relations
17-18 Student Behaviour
19 Survey
15
insight SRC
"Your school compared to the range for Victorian schools (top 25%, middle 50%, lower 25%)"

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 make have life and have it abundantly.'

Recruitment of new staff for 2019 was an unexpected opportunity to realise that the profile and perception of St Patrick's had improved and changed in the wider community. Our field of applicants for the teaching positions was strong, attracting experienced and highly regarded teachers who wanted to join our community and continue our story and our focus on improvement. 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 60 students enrolled in total and 13 Foundation students in 2019. We have spent considerable time establishing ourselves as a viable and preferable educational facility for local families in the past 5 years, starting a Playgroup and a School Transition Program for incoming Foundation students and our enrolments are finally reflecting this effort.

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.

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***