St Patrick's School
Tongala

2022
Annual Report to the School Community

Registered School Number: 1594

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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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
    - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
    - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

13/03/2023

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

Governing Authority Report

The 2022 Catholic Education Week theme “Tell the Good News” expresses both the joys and challenges of offering Catholic education across the Sandhurst diocese.

We continue to be committed to providing contemporary and innovative learning environments that value diversity, promote care, respect and co-operation. In 2022 our schools diligently responded to the transition back to continued face to face learning against the disruptive backdrop of the previous two years. This transition was exacerbated by staff and student absences due to COVID 19 quarantine requirements. However, school communities demonstrated outstanding resilience to find creative and sustainable pathways to ensure continuity of learning was maintained and the Good News continued to be heralded.

Our changed governance structure continues to mature, with both CES Ltd and SCECEC Ltd committed to ensuring the highest quality student outcomes in a safe and nurturing environment. A future focus that offers direction and solidarity will find expression in the development of a diocesan-wide Strategic Plan, 2023-2027.

Partnerships between schools and parishes remain a priority as parish priests continue their vital leadership role in support of the spiritual and pastoral needs of the school community. The sacramental life of both school and parish expresses and invites participation in the evangelizing mission that brings Good News to all.

Significant investment in new learning facilities and school infrastructure through the Catholic Capital Grants Program and the hard work of our school communities have ensured the provision of high-quality learning and teaching facilities for both staff and students.

The nation-wide shortage of teachers has had an impact on all schools, demanding new and innovative ways to attract and retain high quality and committed Catholic educators. Strategic initiatives will prioritize workforce placements that are sustainable and ongoing with particular attention given to our remote and smaller communities.

I continue to be extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2022 of personnel in our schools and in the Catholic Education Office. They continue to work tirelessly for the students and families, telling the Good News every day.

Yours sincerely,

Paul Desmond

Executive Director

Catholic Education Sandhurst Ltd

Vision and Mission

Our Identity:

St Patrick’s is a Catholic school community, committed to the values of strength and kindliness 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 83 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), 3 Education Support Officers a Specialist LOTE teacher, Specialist Art teacher and a Specialist STEM teacher. There are 4 classrooms; Foundation-Grade 1, Grade 1-2, Grade 3-4 and Grade 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 well being of the students.

St Patrick’s actively seeks 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 is Fr John Paul. We are blessed to have Fr John Paul in our community. He is extremely positive and affirming about our school, the students, the staff, the wonderful buildings and grounds and the atmosphere of inclusion and partnership.

Principal's Report

Leadership this year has continued to be distributed among our staff who have taken up Positions of Leadership in the School- Katie Rasmussen and Stephanie Hayes. These teachers along with myself formed our leadership team.

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. Katie attended diocesan network meetings for Catholic Identity Leaders. She has worked hard to coordinate our liturgical celebrations and involve Fr John Paul in our school events and celebrations.

As part of her leadership role, Stephane Hayes leads the school in the important area of wellbeing. Stephanie continued to lead the Wellbeing Team, which consists of herself, the school Chaplain, a Wellbeng CES staff member and myself. Throughout the year she led the implementation of different elements of our School Wide Positive Behaviour Support framework. The aim of this framework is to improve social, emotional, behavioural and academic outcomes for our children. This included developing 'value posters' and a behaviour matrix, that have been displayed throughout the school. Redefining what major and minor behaviours are, examples of these behaviours and behaviour flow charts for dealing with these behaviours. Creating new PBIS tokens that are given to students and staff when they display the expected behaviours. These tokens are tracked termly to provide behaviour data. She also provided professional development for staff. All of this focused work has continued to enhance a shared understanding of what a School Wide Positive Behaviour Support framework is and what this looks like at St Patrick's.

I have continued to lead 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 knowledge, understanding, planning and teaching of Reading throughout the school. During PLC time we also continued our work with the Targeted Assistance Program (TAP) to support phonics learning. I have also led Learner Diversity across our school community, ensuring that the individual needs of our students are met.

During 2022 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 renovations and refurbishment of the physical spaces

throughout the school. This included converting 2 classrooms and 2 office spaces into three modern and impressive classrooms.

This was an exciting and much anticipated project for our school. This refurbishment facilitates 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.

In 2022 our school website had a major facelift. He was rebuilt by Claystone Marketing to truly reflect the amazing learning opportunities and facilities that are offered at St Patrick’s. We now have a first-class website that is informative and easy to navigate.

During 2022 we completed our National School Improvement Tool (NSIT) Review and our Catholic Identity Review. The process of these reviews was really rewarding. It was an opportunity to come together with all the important stakeholders: students, parents, Advisory Council, parishioners and staff, to celebrate everything that makes St Patrick’s the amazing educational setting that it is. We also learnt about areas for improvement, and I can confidently report that there were no surprises.

Parish Priest's Report

2022 with the decline of Covid restrictions we saw the gradual return of onsite teaching in the classroom. I was very impressed with the ability of staff and students to adapt and find innovative ways to meet the challenges.

We have such a wonderful school, our principal, deputy principal, teachers and administration staff have done an amazing job ensuring our students and families were well-supported throughout all the changes due to Covid.

I want to thank all our teaching and administrative staff for their dedication and hard work throughout the year.

It was wonderful to be able to have Bishop Shane celebrate Confirmation and First Eucharist. We were also able to celebrate Mass once a term. I want to acknowledge the hard work and dedication of Jackie and Katie working together with me to organise the Sacramental Programs and the school and children Masses.

Congratulations to our Grade Six students on their graduation in December, and I wish them all the very best for their future as they move forward to their secondary schooling. The foundations and learnings that they have received from our staff will ensure that they have a very bright future no matter what it holds for them.

"Train up a child in the way he should go, even when he is old he will not depart from it." (Proverbs 22:6)

The School Advisory Council is working well with many good ideas coming forth and again good support to Jackie.

I wish all the best to the staff and students of St. Patrick's Primary school, Tongala. May the Good lord bless you always.

Fr John Paul Pasala

Parish Priest

School Advisory Council Report

Throughout 2022 the School Advisory Council supported the Principal and school leadership on the following important school matters:

- Strategic Plan 2022-2025
- Annual Action Plan 2022
- Updating school logo
- Updating school website
- Updating school uniform
- Fundraising ideas and goals in 2022
- National School Improvement Tool (NSIT) Review: preparation and feedback
- Enhancing Catholic School Identity (ESCI) Data: preparation and feedback
- Positive Behaviour Intervention Supports (PBIS) MatrIx
- Communication Strategy : Reflected on the data collected from families regarding communication between school and home. Discussed how we can improve communication between school and home
- Parent Engagement: Discussed how we can improve parent engagement at St Patrick's after Covid
- Child Safe Standards
- The new website launch
- The new uniform roll out
- 2023 Staffing
- An agriculture opportunity within the school
- 2023 Leadership Structure
- Student Leadership in 2023
- New school masterplan
- Catholic Identity Review feedback

Catholic Identity and Mission

Goals & Intended Outcomes

Commitment Statement:

1. Explore and teach the foundations of the Brigidine charism through faith formation experiences.

2. Provide opportunities for Aboriginal culture, history and spirituality to be brought to the forefront of our school.

3. Identify and bring to life the Catholic identity markers throughout our school.

Goals:

Staff: Engage in opportunities to deepen their understanding of the Brigidine charism and Ecological Stewardship.

Students: Deepen their knowledge of the charism and graduate outcomes of our school with a focus on Ecological Stewardship.

Parents: Gain an understanding of the Brigidine charism and Ecological Stewardship.

Achievements

Our Catholic faith is integral to all that we do at St Patrick's. Daily prayer, prayer at our fortnightly assemblies or liturgies 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 Religious Education lessons, with well planned, developmental and sequential learning experiences that reflect contemporary learning and teaching practices. Throughout the entire year our staff have been supported to plan their Religious Education by Lee Pethybridge from Catholic Education Sandhurst.

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 2022 in the face of a world that is coming out of a worldwide pandemic.

As a whole school community, we first gathered for our Beginning of the Year Mass in February. This was a great opportunity to welcome our new Foundation students, their families and present our Grade 6 students with their leadership badges from Father John Paul. We celebrated St Patrick's Day on the 18th of March, which was a fantastic celebration of our patron Saint. Catholic Education Week was also celebrated with a mass.

Activities and fundraisers for Caritas and Catholic Missions were implemented. During Lent the students developed their understanding of the work Caritas does using the money they donate and collect. This led to the student's raising money through a casual clothes day. They also walked around the block as an act of solidarity. St Vinnie's Winter Appeal was supported via food donations from the school community, helping to raise awareness in our students.

We celebrated Holy Week with a ceremony of singing. Each song represented the different stations of the cross, including Palm Sunday, The Last Supper and Good Friday. It was fantastic to see every student in our school participating in the event.

During the year we supported one family, from Grade 4, with their child's sacramental journey. This was a parish based Sacramental Program. This student received the sacraments of Reconciliation, Confirmation and Eucharist.

Throughout 2022 all classes have had a turn at leading prayer. We celebrated being able to use the church again, which had been limited in previous years due to the pandemic restrictions. During each term every class led a prayer service. It was wonderful to see teachers and students lead during this time.

As part of our annual action plan for staff, students and families to engage in opportunities to deepen their understanding of the Brigidine charism Katie Rasmussen developed a charism pamphlet. This pamphlet assisted with the induction of new staff, students and families to our Catholic Identity at St Patrick's. It was used in the induction of new staff for 2023.

In 2022 our staff and student spirituality day were implemented. The staff day was implemented by Kylie Smith and the student day was implemented by Lee Pythbridge- both from Catholic Education Sandhurst. These days had a strong focus on learning about St Brigid.

In 2022 we were really excited to implement the FIRE (Friends Igniting Reconciliation through Education) Carriers project. The aim of the FIRE Carrier project is to promote respect, fairness and inclusion for Aboriginal people. FIRE Carriers share a passion for learning about Aboriginal culture and history and are committed to sharing this knowledge and promoting reconciliation within and beyond the school community. This involved student and staff learning and training, facilitated by the Aboriginal Education team from Catholic Education Sandhurst.

Students could choose to apply to become a FIRE Carrier. Students who were selected were involved in a commissioning ceremony. On July the 28th we were joined by Louise Levy and

Troy Firebrace from Catholic Education for our FIRE Carrier commissioning. We commissioned 8 Grade 5/6 students as well as Mrs Stockdale in a beautiful ceremony that included Troy playing his didgeridoo and performing a smoking ceremony. Our FIRE Carriers committed to promoting respect, fairness and inclusion for Aboriginal people.

Louise Levy returned to work with our FIRE Carriers. They wrote a new acknowledgement of country which is being used at assembly, prayers, in our newsletter and on our website.

In 2022 we collected our Enhancing Catholic School Identity (ECSI) data. This data was collected from students in years five and six, the staff, and the parents. The data collected was used to write a report that assists us in better understanding how our Catholic identity is expressed in work and practice here at St Patrick's.

In 2022 our Catholic Identity review took place. David Walker and Colleen Hampson led the review and met with Katie and Jackie as well as most staff members, groups of students, parents and parishioners throughout the day. This review identified commendations and recommendations.

The 2022 school year concluded with our End of Year Mass. Our students once again showed their singing talent. Our students, families and teachers embraced celebrating our unique year together and the graduation of our Grade 6 students. Graduating students were presented with St Patrick's crosses as well as an Aboriginal Journey stone as part of their graduation.

Commendations:

-Panel members experienced a strong sense of welcome, respect and kindness throughout the school throughout the day of our visit.

-All staff visibly support the faith life of the school community.

-There is a clear vision for all groups within the school community.

-That the dignity of every individual is nurtured leads to the enhancement of their learning.

-The church is used intentionally to increase engagement with the parish and the wider community.

-There are high levels of trust between staff and parents in the school.

-There is a strategic, incremental movement towards achieving the goals of the school.

Recommendations:

-Ongoing regular professional learning for staff be provided in areas such as Laudato Si, recontextualisation, scripture, world religions and the Brigidine charism (using Sr Celie Nihill).

-Opportunities be created for ongoing collaboration between Tongala, Kyabram and Tatura in relation to the liturgical year.

-Opportunities be created for ongoing collaboration and modelling between teachers regarding their professional practice in Religious Education.

-A student leadership structure be developed that includes and enhances responsibility for the environment.

-Conversations continue with Louise Levy in regard to FIRE Carriers.

-Explicit links be identified and celebrated with the message of John 10:10.

-The 2022 ECSI data be broken open and used in the school's strategic planning.

VALUE ADDED

-Whole school prayer in the church led by individual class groups.

-The implementation of the FIRE (Friends Igniting Reconciliation through Education) Carriers project. Which is committed to promoting respect, fairness and inclusion for Aboriginal people.

-The commissioning of 8 students and 1 staff to be FIRE Carriers.

-The collection of ESCI data that can be used to drive our future direction in relation to Catholic Identity.

-The commendations and recommendations from our Catholic Identity review that can be used to develop a strategic plan in the area of Catholic Identity.

-Activities and fundraisers for Caritas and Catholic Missions were implemented. St Vinnies Winter Appeal has been supported via food donations from the school community, helping to raise awareness in our students.

-The charism pamphlet being developed and implemented to assist with the induction of new staff, students and families to our Catholic Identity.

-A staff and student spirituality day with a strong focus on learning about St Brigid.

Learning and Teaching

Goals & Intended Outcomes

Commitment Statement:

1. Create a culture of consistency that strives for learners to know what they are learning and why.

2.Provide high quality feedback between the teacher, learner and family to enhance student learning, growth and goal achievement.

3. Ensure a stimulating and secure learning environment where learners can experience success.

Goals:

Staff: Build knowledge, understanding and capacity in planning and implementing a targeted phonics literacy approach.

Staff: Consistent approach to student termly goal setting.

Students: Participate in focus groups as part of the teachers learning in targeted phonics.

Students: Participate in goal setting and learning conversations with their teacher and parents.

Parents: Share in the targeted phonics literacy approach with termly updates provided for each term.

Parents: Participate in goal setting and learning conversations with their child.

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, STEM (Science, Technology, Engineering and Mathematics), 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 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 Reading (The Science of Reading) as a major focus area for school improvement. PLC meetings were then scheduled to meet our focus areas:

*To implement a scope and sequence of phonics from Foundation to Year 2.

*To align the practice of SMART Spelling Foundation with the Phonics TAP Year 1 and 2 phonics progression.

*To implement the Heggerty program for phonological and phonemic awareness as part of daily phonics instruction.

*To restructure our Literacy block to reflect our targeted synthetic phonics approach.

*To ensure that our Literacy Assessment Schedule reflected our targeted synthetic phonics approach.

We continued our work with the Targeted Assistance Program (TAP) to support phonics learning. TAP is an initiative funded by the Australian Government Department of Educations, Skills and Employment, and managed by Education Services Australia. It's part of a 2019 National Phonics Check election commitment. The focus of TAP is best-practice phonics teaching; targeted and practical professional learning; and creating networks of support for teachers and school leaders.

We worked with an experienced literacy coach to create a phonics improvement plan, tailored to meet the needs of our students and our school. We worked with our coach to identify the tools and support teachers need to deliver the plan. We were supported with professional learning modules and resources to guide us.

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 phonics knowledge 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. 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 6 students all have an iPads.

STUDENT LEARNING OUTCOMES

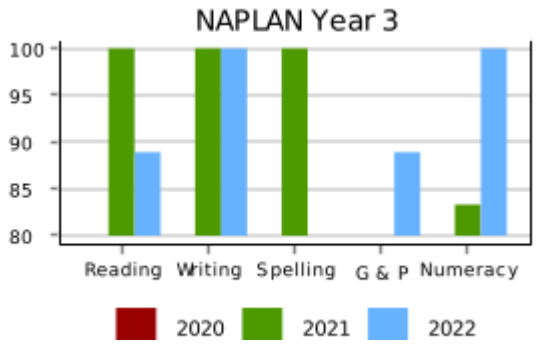
[StudentLearningOutcomes]

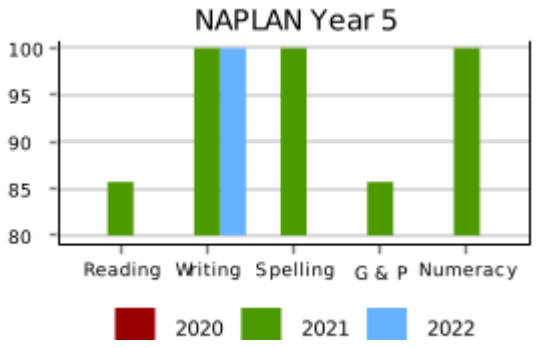
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	**2020 %** *	**2021**	**2020 – 2021 Changes** *	**2022 %**	**2021 – 2022 Changes**
YR 03 Grammar & Punctuation	-	80.0	-	88.9	8.9
YR 03 Numeracy	-	83.3	-	100.0	16.7
YR 03 Reading	-	100.0	-	88.9	-11.1
YR 03 Spelling	-	100.0	-	77.8	-22.2
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	85.7	-	**	**
YR 05 Numeracy	-	100.0	-	**	**
YR 05 Reading	-	85.7	-	**	**
YR 05 Spelling	-	100.0	-	**	**
YR 05 Writing	-	100.0	-	100.0	0.0

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

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

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





Student Wellbeing

Goals & Intended Outcomes

Commitment Statement:

1. Create a culture where gratitude, resilience and empathy are embedded to enhance positive relationships and student well being.

2. Embed Positive Behaviour Support Inventions to meet the learning needs of all learners.

3.Strive for a well community with strong relationships that fosters interconnection.

Goals:

Staff: Build knowledge, understanding and the ability to implement and continually show the elements of The Resilience Project (TRP).

Staff: Know and display the school values.

Staff: Know the new Child Safe Standards.

Students: Understand and know what Gratitude, Empathy, Mindfulness and Emotional Literacy mean and how to use them in everyday life.

Students: Know the school values and how to display them at school.

Students: Know the new Child Safe Standards.

Parents: Build knowledge and understanding around The Resilience Project and begin to use the GEM language at home.

Parents: Know the school values.

Parents: Know the new Child Safe Standards.

Achievements

We have continued to work hard to maintain our strong home-school partnerships.

We have continued to maintain Personalised Learning Plans (PLP's) of a high standard which has supported the strategic development of a differentiated curriculum. Jackie worked with staff to further develop their PLP writing skills and educate them around ROSAE. We have offered Parent 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 2022. RRRR, Respectful Relationships was used to teach Protective Behaviours to all students from Foundation to Grade 6 and was facilitated by the classroom teachers.

In 2022 we continued our commitment to being a school facilitating The Resilience Project. The aim is to specifically teach resilience, gratitude, empathy, mindfulness and emotional literacy, it also addresses rising mental health concerns within our community. Staff attended a one hour virtual session produced by 'The Resilience Project' as an introduction for teachers to the program. This was followed by new staff attending 'The Resilience Project' Melbourne Teacher Seminar as professional development to further extend their knowledge about mental health and how Gratitude, Empathy, Mindfulness and Emotional Literacy can assist adults and students to improve learning and health outcomes. During the year all students were exposed to the four pillars of The Resilience Project: Gratitude, Empathy, Mindfulness and Emotional Literacy. This occurred through fortnightly lessons taught by classroom teachers. Stephanie organised and implemented a parent session focusing on The Resilience Project. It was attended by a small group of parents who openly engaged in the session.

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.

In 2022, we have continued on our journey with our approach to School Wide Positive Behaviour Intervention Supports (PBIS). The aim of this framework is to improve social, emotional, behavioural and academic outcomes for our children. This included developing 'value posters' and a behaviour matrix, that have been displayed throughout the school. Redefining what major and minor behaviours are, examples of these behaviours and behaviour flow charts for dealing with these behaviours. Creating new PBIS tokens that are given to students and staff when they display the expected behaviours. These tokens are tracked termly to provide behaviour data. She also provided professional development for staff. All of this focused work has continued to enhance a shared understanding of what a School Wide Positive Behaviour Support framework is and what this looks like at St Patrick's.

A student PBIS Leadership group continued with new student leaders. During the year they identified our fortnightly 'blitz'. They then used this focus to create a poster to be displayed across the school for the upcoming fortnight. They also prepared a verbal presentation that they presented to the whole school during assembly.

The role of Chaplain has been maintained at two days per week, staffed with a qualified individual in the role- David Czech. 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. He worked amazingly hard to maintain our community partnerships. He assists with community engagement projects, including working with the Men's Shed, sewing group, local nursing home and fauna park visits.

He also supported the wellbeing of students and families through facilitating Seasons for Growth and resilience workshops.

Art and gardening groups have been further timetabled to provide a systematic and proactive response to support targeted children, allowing for calm times for conversation and teaching outside of the classroom.

Early years transition was led by Lauren Bennett and was supported by providing her with an additional time allocation. Lauren used the first three terms to visit local kindergartens to develop a relationship with those teachers and potential students who would be attending St Patrick's. Little Paddy's school transition program occurred during Term 4 and was planned and implemented by Lauren Bennett. This program aimed to support transition to school for students who have enrolled at St Patrick's for the following school year. They had an opportunity to visit the school on a regular basis and become familiar with the school environment, their teacher and their peers who will be in their class the following year. Transition concluded with 1:1 family interviews, parents met with Jackie Stockdale while the students completed informal assessment with Lauren Bennett.

Jackie continues to be a member of the Tongala Health Governance Committee to work in partnership with local health organisations, Tongala Primary School and local community members.

VALUE ADDED

-Implementation of The Resilience Project

-Development of new PBIS behaviour matrix and tokens

-Maintaining the Student PBIS Leadership Group

-Parent Support Group Meetings

-Mindfulness and meditation embedded in all classrooms

-School Chaplain programs and community partnerships

-Little Paddy's

STUDENT SATISFACTION

The report from our National School Improvement Tool review reported that "students are courteous and friendly. They speak highly of their teachers and are appreciative of the care and concern afforded to them, as do their parents. Students report that teachers treat

everyone equally and are proud that most students behave well. Relationships between students are fostered through the Buddies program.

When students were asked what do we all do well at St Patrick's that stated the following:

-Following our PBIS blitz

-Celebrations: St Patrick's Day, Birthdays, Inquiry, Purple Day

-Listening

-Excursions and camps

-Learning new information

-We wear our school uniform everyday

-Singing

-Following the rules

-Acknowledging everyone e.g celebrating birthdays

-Getting guest speakers to come and talk to us e.g Stress Busters

-Sport coaches

-Getting new teachers and new uniform

-New classrooms

-Cleaning up

-Making new friends

-We always let people play

-Raising money and awareness

-Liturgies and assemblies

-We go into different classes

-Encouraging people and creating a nice community

-Being responsible

-We always help people and if they are hurt we tell the teachers

-Yard duty

-Including everybody

-Being nice

-Providing opportunities to learn new skills (sewing, Drumbeat, Mens Shed etc.)

-Represent our school well at events and excursions

-Buddies

STUDENT ATTENDANCE

St Patrick's Primary School has continued to promote, record, follow up and monitor school attendance. The benefits of good school attendance is regularly promoted through newsletters, in classrooms and during assemblies. We have adopted consistent, rigorous procedures to monitor and record student absences and follow up unexplained absences.

-Attendance is checked electronically twice daily using SIMON.

-Parents are asked to notify the school by phone, on PAM or on the SIMON Everywhere app. Reasons are recorded.

-Daily attendances are monitored and absences from class are identified. Families are sent an SMS before 10:30am to notify any unexplained absences. Parents/ emergency contacts are phoned if families have not responded to SMS.

-Student attendance is recorded on semester reports.

-Data is regularly monitored by the Principal and Wellbeing Leader.

-Attendance Matters promotional material is published in school newsletters and around the school.

-Importance of good school attendance and arrival time is regularly published on newsletters, spoken about at parent meetings and addressed where needed.

-Support is put in place to support parents when or where necessary.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	86.7%
Y02	88.5%
Y03	85.5%
Y04	79.1%
Y05	79.5%
Y06	88.1%
Overall average attendance	84.6%

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 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. Katie Rasmussen has also completed the Child Safety Officer training. 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.

Leadership

Goals & Intended Outcomes

Commitment Statement:

1.Offer leadership experiences for staff and students embracing their strengths.

2.Ensure opportunities for choice and voice allowing learners to see themselves as authentic agents in learning and leadership.

3.Providing opportunities for wider community engagement in learning.

Goals:

Staff: Build professional leadership capacity throughout the year.

Students: Develop as leaders by engaging with opportunities to demonstrate what it is to be a leader in a community.

Parents: Engage in feedback around possible student leadership structures for future years.

Achievements

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

Jackie Stockdale, Katie Rasmussen and Stephanie Hayes have formed a leadership team that meets fortnightly. Jackie Stockdale, Stephanie Hayes, our school Chaplain and Minda VanEyk (from Catholic Education Sandhurst) have formed a Wellbeing Team that meets fortnightly.

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 November. This provided staff with an opportunity to reflect on the professional standards and their professional goals. It also provided Jackie with an opportunity to provide staff with feedback regarding their professional performance.

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.

Our senior students have had an opportunity to develop their leadership skills through the Junior Park Rangers program at the Kyabram Fauna Park. We had 10 students actively participate in this program. Students across the school have also had an opportunity to develop their leadership through community partnerships with the Kyabram Mens Shed and Tongala Community House (sewing group).

Student leadership is evidenced through the weekly student-led assemblies, the PBIS Leadership group and through the presentation by school leaders at local and community events. During 2022 we conducted a review of our current leadership structure and gathered suggestions from students, staff and families regarding the potential of our future leadership structure. This data proved to be extremely valuable when designing a new student leadership structure that will be implemented in 2023.

Our Grade 6 Leaders were acknowledged at the end of year awards ceremony and celebration.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

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

Our Professional Learning Community (PLC) focus for 2022 was Reading- The Science of Reading. This was led and facilitated by Ms Stephanie Murphy, our TAP coach. During this professional development we focused on the following:

*To implement a scope and sequence of phonics from Foundation to Year 2.

*To align the practice of SMART Spelling Foundation with the Phonics TAP Year 1 and 2 phonics progression.

*To implement the Heggerty program for phonological and phonemic awareness as part of daily phonics instruction.

*To restructure our Literacy block to reflect our targeted synthetic phonics approach.

*To ensure that our Literacy Assessment Schedule reflected our targeted synthetic phonics approach.

In 2021 St Patrick's was selected to join the Targeted Assistance Program (TAP) to support phonics learning, in 2022 we continued to be involved in the TAP program. TAP was a new initiative funded by the Australian Government Department of Educations, Skills and Employment, and managed by Education Services Australia. It's part of a 2019 National Phonics Check election commitment. The focus of TAP is best-practice phonics teaching; targeted and practical professional learning; and creating networks of support for teachers and school leaders.

We worked with an experienced literacy coach to create a phonics improvement plan, tailored to meet the needs of our students and our school. We worked with our coach to identify the tools and support teachers need to deliver the plan. We were well supported with professional learning modules and resources to guide us.

To support staff learning in this area Stephanie Hayes and Lauren Bennett visited 3 primary schools in Melbourne, schools which were considered to have best practice in the area of the Science of Reading.

To support this staff learning Jackie spent time in each classroom observing classroom teachers teaching Heggerty, Phonics and their Daily Review. Following these observations staff were provided with verbal and written feedback. Jackie also released each classroom teacher to observe a colleague teaching Heggerty, Phonics and their Daily Review. Following these observations staff provided each other with verbal feedback.

Enhancing our knowledge and skills in the area of students with additional learning needs is extremely important to us at St Patrick's. Staff took part in a short course titled: Supporting Students with Down Syndrome' through Illume Learning and a 'Positive Partnerships' professional development learning about Autism.

Our commitment to The Resilience Project saw staff attend a one hour virtual session produced by 'The Resilience Project' as an update session for teachers to the program. This was followed by new staff attending 'The Resilience Project' Teachers Conference as professional development to further extend their knowledge about mental health and how Gratitude, Empathy, Mindfulness and Emotional Literacy can assist adults and students to improve learning and health outcomes.

During 2022 the staff at St Patrick's were involved in the following pastoral wellbeing professional development:

-'Be You' PD on 'The Importance of Joy in Enhancing Learning, Wellbeing and School Connectedness' and 'Supporting learning communities to be confident, hopeful and resilient'

-'Peaceful Kids' training

-Dan Petro learning modules on Enhancing Classrooms and School Wide Behaviour Supports

Staff at St Patrick's were involved in the following Catholic Identity professional development:

- Father Rob Ministries titled 'School of Prayer'

- Lauren Bennett continued her study to achieve her accreditation to Teach Religious Education in a Catholic school.

- Jackie Stockdale attended a PD on interpreting the ECSI: Enhancing School Catholic Identity Survey

All staff completed the following annual online professional development:

-Anaphylaxis Training

-Mandatory Reporting

-Disability Standards

-Occupational Health and Safety

-Student Duty Of Care

-Child Safe Standards

Also, any staff who required updating their First Aid certificate did so.

Number of teachers who participated in PL in 2022	0
Average expenditure per teacher for PL	$0

TEACHER SATISFACTION

The report from our National School Improvement Tool review reported the following regarding staff satisfaction:

-Staff believe there are high levels of professional trust between staff that have been established, enabling collaboration and collegiality to flourish.

-Staff morale that has been sustained at a high level through the lived values and respectful relationships established across the school with all stakeholders.

-Staff are led by leaders who actively encourage and support staff to take on leadership roles that build skills, promote the school's agenda and take advantage of interests and expertise.

-The authentic development of annual review professional goals for staff, based on standards and personal reflection, that drive professional learning opportunities which contribute to professional growth is beneficial for all staff.

-All teachers have professional goals that are formally set at the beginning of each year, based on the teaching standards and personal reflection. An annual review process occurs in December. Teachers report that the performance and development processes contribute to their professional growth. They feel professionally supported, being open to constructive feedback and opportunities to learn with and from each other.

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	84.4%

ALL STAFF RETENTION RATE	
Staff Retention Rate	66.7%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	83.3%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	12.0
Teaching Staff (FTE)	9.2
Non-Teaching Staff (Headcount)	4.0
Non-Teaching Staff (FTE)	4.4
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

-Provide a community that promotes the safety, wellbeing and inclusiveness of all at St Patrick's Primary School.

-Provide and maintain stimulating and engaging learning spaces to meet the needs of all learners.

-Continue strong connections with families, parish and the local community

Achievements

The report from our National School Improvement Tool review reported the following regarding our school community:

-“St Patrick’s is committed to Christian values and excellence in education within a vibrant, active and welcoming community. Catholic identity is lived out through its Christian values, faith curriculum and involvement in school Masses, social justice action and prayer. Reviewers, parents and students all positively acknowledge the highly embedded and lived, welcoming, harmonious and inclusive culture of the school which demonstrates these values.”

-“Students are courteous and friendly. They speak highly of their teachers and are appreciative of the care and concern afforded to them, as do their parents. Students report that teachers treat everyone equally and are proud that most students behave well.”

-“St Patrick’s has an overt desire to rebuild its profile within the school and wider community, including connections that support the involvement of parents in their child’s learning.”

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, a lawn bowls night 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. During 2022 we had the following fundraising efforts:

-Easter Raffle

-Load of Wood Raffle

-Father’s Day Raffle

-Purple Dress Day for The Gift

As a school community we raised awareness through the following actions:

-Wearing yellow to school for ‘R U OK? Day’

-Wearing green to

school for ‘Cerebral Palsy Awareness Day’

-Wearing purple to school for ‘Epilepsy Awareness Day’

We participated in two community events that included both local schools: Tongala Colour Run and the Tongala MND Big Freeze. It was great to come together with Tongala Primary School to celebrate these two events.

Parents are taking carriage of our ‘Friday Feeds’ and are cooking healthy lunch options every Friday from our kitchen. Parents have undertaken Food Safety and Handlers formal accreditation and are leading this initiative in our school. They have also completed a volunteer induction. 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.

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. We had 16 students enrolled who attended this program every Friday during Term 4. These 16 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.

Throughout the last term of 2022 we completed and supported different drives to help support Rochester after being affected by floods. Such as a cleaning products drive, staff assisting clean up at St Joseph's Primary School and staff running a stall at the ‘Run for Rochy’ afternoon held at Ky P-12. We also collected toys for Christmas presents for the children of Rochester.

PARENT SATISFACTION

The report from our National School Improvement Tool review reported the following regarding parent satisfaction:

·“School culture reflects a strong commitment to “strength and kindliness” in the spirit of the Brigidine tradition. Parents describe the school as feeling like a family. They highly value the friendly, welcoming and warm environment. There is recognition that increasing student enrolments are reflective of the positive tone of the school, the commitment to purposeful, engaging learning and belonging and pride in the school.”

·“Parents and the Board have high levels of trust in the principal and staff.”

· “St Patrick’s is focusing on intentionally rebuilding its profile within Tongala and developing strong school, parent and community partnerships after the impact of COVID-19 school closures. Parents report that they value the ways in which they were previously involved in the school and in learning and are keen to see this resume to a similar level.“

·“The advisory council has a focus on school improvement, renewal and relationships. It also takes an active interest in coordinating social and fundraising events for the school community.”

·“The high levels of confidence and praise for the principal and staff, expressed by parents and the advisory council, for the work undertaken during remote learning to maintain program continuity and communication.”

·“There is an emerging culture that values and promotes learning. Staff members express collective commitment to a consistent focus on high expectations, engagement and every student progressing in their learning. Parents recognise the shifting focus from care to one based on rigorous academic learning. Students understand that they have a responsibility to learn and that the teachers will help them succeed. “

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 wellbeing of our community, 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 Community House 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 continuing to build our social capital in this area. Our focus will not shift from the strategic and life-giving 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 2022 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 continuing to increase. We have continued to spend time establishing ourselves as a viable and preferable educational facility for local families.

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.

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.

Using our newly developed Strategic Plan we aspire to:

-foster a welcoming and just faith community that is inspired by Jesus and the Brigidine charism.

-to be a community where leadership is celebrated and encouraged through fostering individual unique gifts and talents.

-to develop a culture of high expectations where all learners know what they are learning, why they are learning it and how to be successful.

-to develop strong connections with the St Pat's community, enhancing the understanding of wellbeing and its importance to the whole learner.

-to respond to and anticipate the needs of our school community in a changing world.