Catholic Education Sandhurst Ltd

2023

Annual Report to the School Community

St Patrick's School

Mangan Street, TONGALA 3621
Principal: Jacqueline Stockdale
Web: www.sptongala.catholic.edu.au
Registration: 1594, E Number: E3041

Principal's Attestation

I, Jacqueline Stockdale, attest that St Patrick's School is compliant with:

- The minimum standards and other requirements for school registration and school boarding premises (if applicable) as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic).
- Australian Government accountability requirements related to the 2023 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2023 (Cth).
- The Child Safe Standards as prescribed in Ministerial Order 1359 – Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises.

Attested on 30 Apr 2024

About this report

St Patrick's School is registered by the Victorian Registration and Qualifications Authority (VRQA). The Annual Report to the School Community (ARSC), provides parents and the wider community with information about the school's activities and achievements throughout the year including information about various aspects of school performance. The Report is supplementary to other forms of regular communication to the school community regarding initiatives, activities and programs which support the learning and wellbeing of its students. Further information about the contents of this Report may be obtained by contacting the School directly or by visiting the School's website. Information can also be obtained from the My School website.

Governing Authority Report

The 2023 Catholic Education Week theme “Let the Words You Speak Always Be Full of Grace” reminds us of Pope Francis’s call to be a synodal Church in which our understanding of others and respect for diversity is shaped by respectful dialogue borne from deep listening.

Catholic Education Sandhurst continues to be committed to providing contemporary and innovative learning environments that value diversity and promote care, respect and co-operation. In 2023 we launched the CES Ltd Strategic Plan 2023-2027 which sets out directions and priorities that will guide the way in which our Catholic schools pursue excellence in fostering the development of each person in all the dimensions of human existence: intellectual, spiritual, emotional, bodily, relational, environmental and cultural.

Schools have begun the process of developing School Improvement Plans aligning their local strategic planning to the CES Strategic Plan, under the direction of Principal Consultants and in response to schoolbased review findings.

Our 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.

Our learning data has identified pockets of excellence in school communities across the diocese but also highlighted greater scope for improvement in the future. The development of the CES Ltd Catholic Learning and Teaching Framework will promote greater collaboration and focus on student learning growth.

The nation-wide shortage of teachers continues to impact 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.

CES Ltd has a small number of schools with low enrolments and personnel and the Catholic Education Office works closely with leadership in these schools to ensure continued viability. An incentive scheme to attract and retain educators has been initiated and the CES Ltd Board has taken a robust interest in the way small schools are promoted through the CES Ltd Marketing Strategy.

I am extremely grateful for the commitment and professionalism that is clearly identified by the efforts throughout 2023 of Catholic Education Sandhurst Ltd - our schools and personnel in the Catholic Education Office. They continue to work tirelessly for the students and families in our schools, true bearers of the Mission to which they have been called.

PAUL DESMOND

Executive Director, Catholic Education Sandhurst Limited

Vision and Mission

St Patrick's is a Catholic School Community, committed to the Values of Strength and Kindliness in the spirit of the Brigidine tradition.
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 94 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 6 classroom teaching staff, 4 Education Support Officers a Specialist LOTE teacher, Art teacher, STEM teacher and Sport teacher, an Administration Officer and Wellbeing Worker (Chaplain). There are 6 classrooms; Foundation, two Grade 1-2, two Grade 3-4 and a 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 Father John Paul. We are blessed to have Father 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 a variety of priests in our school events and celebrations.

As part of her leadership role, Stephane Hayes leads the school in the important area of 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 Literacy throughout the school. During Professional Learning Community (PLC) time we focused on a phonics scope and sequence, morphology lessons, morphology scope and sequence, reading fluency, new assessment tools, a new assessment schedule and an appropriate platform to store data in a central location.I have been the Wellbeing Leader and have led the Wellbeing Team, which consists of the school Chaplain, a Wellbeng CES staff member and myself. Throughout the year I've led the implementation of our School Wide Positive Behaviour Support framework, The Resilience Project and the Resilience, Rights and Respectful Relationships Program. I have also led Learner Diversity across our school community, ensuring that all students have equal access to educational opportunities and support services, regardless of their background or identity. Playing a crucial role in fostering an inclusive learning environment where individual needs of our students are met, and every student can thrive.

During 2023 we were able to use our loan from the Catholic Education Sandhurst's Minor Capital Works Program, to see our planned project come to life. This project saw the arrival of 3 portable learning spaces, 2 classrooms and an office. These portables were refurbished and landscaped to present as if they have always been a part of our building structure.

This was an exciting and much anticipated project for our school. This project provides additional learning spaces for our growing enrolment figures. It also ensured that all classrooms across the school are an adequate and appropriate size. It also ensures that our multipurpose indoor hall can be used for its intended purpose rather than a classroom. This positively impacts on the students ability to have Physical Education classes during wet weather conditions and days of high temperatures. This also means that we would have an

indoor location for the entire school population to come together for events such as assembly and other special events. These additional learning spaces will allow us to prioritise personalised learning in an environment that is modern and fit for purpose. This will effectively support the needs of our learners, enabling flexible learning based on identified needs.

Catholic Identity and Mission

Goals & Intended Outcomes

School Improvement Priority:

We aspire to foster a community that is inspired by Jesus and the Brigidine charism. Enhancing the understanding of wellbeing and its importance to the whole learner.

School Improvement Goal:

Explore and teach the foundations of the Brigidine charism through faith formation experiences and bringing to life the Catholic identity markers throughout our school.

Key Improvement Strategies & Actions:

-Provide opportunities to deepen staff, students and parents' understanding of the Brigidine charism and graduate outcomes of our school.

-Catholic Identity Symbols & Markers brochure

-Induction process for new staff, students and families

-Graduate outcomes explicitly taught and linked to the Brigidine charism

Achievements

At St. Patrick's Tongala, our Catholic Identity and Mission are foundational elements that guide all aspects of our school life. Throughout the year, we have celebrated and strengthened our faith through various activities, educational programs, and community engagements, deeply integrating the Catholic ethos into our daily practices.

Our commitment to a faith-based education is rigorously upheld through the implementation of the 'Source of Life' curriculum, a cornerstone of Catholic Education Sandhurst. This program enables our teachers to deliver a rich and comprehensive Religious Education curriculum, fostering a deeper understanding and appreciation of Catholic teachings among students. Daily prayers, coupled with class-led liturgies and assembly prayers, reinforce the centrality of our faith in everything we do at St. Patrick's.

In 2023 we placed significant emphasis on educating our community about the Brigidine charism. All staff participated in Catholic Identity Marker inductions, and we established an induction process for new staff to familiarise them with the symbols and markers that embody our Catholic faith. Our school newsletters featured articles about the Brigidine history and

symbols, and our teachers explicitly taught students about St Brigid and the Catholic Identity markers around our campus.

Our community celebrated four significant masses in 2023, each with a unique focus and high attendance. The celebrations included:

- St. Patrick's Day combined with our Beginning of Year mass: our Grade 6 leaders were given their leadership badges and our Foundation students were introduced to the St Patrick's community. This mass was led by Fr Michael Morley in the absence of Fr John Paul. Students, families, staff and parishioners enjoyed a BBQ lunch following this mass.

- Environment mass: we highlighted the wonder of the natural world and the importance of looking after it.

- Grandparents and Special People's mass: was very well attended by our greater school community. Most students had a special person attend. A BBQ was held at the school following the mass and students were able to show their special people around their school.

- Graduation mass: a celebration of the St Patrick's school year where 10 Grade 6 students graduated from our school.

Each event was a testament to our vibrant community spirit and our commitment to living out our faith.

Social justice remained a focal point this year. Our Catholic Identity leaders spearheaded our CARITAS fundraising efforts, including a solidarity walk, demonstrating our commitment to broader societal issues. Additionally, students participated in a Crazy Sock Day to fundraise for the Catholic Mission and raised awareness of poverty through the "Socktober" event. These activities not only brought attention to global issues but also engaged our students in meaningful acts of charity and awareness.

We supported two students through their Sacramental journeys in a parish-based program, encompassing the sacraments of Reconciliation, Confirmation, and Eucharist.

Our new FIRE Carriers initiative saw students engage deeply with Aboriginal culture, including a cultural immersion excursion to the Bangerang Cultural Centre and participation in a creative workshop at Kaiela Arts where they made clay long-neck turtles – the totem of the Yorta Yorta people.

Leadership development was also a key theme this year. The Catholic Identity leadership team, under the guidance of Miss Rasmussen, met weekly to implement projects that not only enhanced our community's engagement with social justice issues for organisations like Caritas, Catholic Mission, and Vinnies but also advanced our school's sustainability practices in alignment with Pope Francis' encyclical Laudato Si. Their efforts extended to volunteering at the Community Cafe and maintaining the sacredness of our prayer spaces through the

changing of prayer cloths. Furthermore, they led initiatives to deepen the school community's knowledge of St Brigid and St Patrick, including peer teaching opportunities.

Five Grade 5 students had the opportunity to attend the Caritas Just Leadership Day in Echuca, where they deepened their understanding of social justice, with the understanding that they would take on a leadership role in implementing the Caritas social justice events over Lent.

During Holy Week, we hosted a special performance in the church, with each class presenting a dance and song that narrated the story of Jesus's death and resurrection. This was well received by the school community.

Value Added

-Consistent class led prayers in the church, developed by classroom teachers in conjunction with their class.

-School mass held each term.

-Continued work with existing FIRE Carriers (Friends Igniting Reconciliation through Education) as well as 8 newly inducted FIRE Carriers throughout the year.

-Introduction of Catholic Identity leaders that undertook roles such as maintaining prayer spaces, sustainability, social justice and community engagement.

-Continued focus of the Brigidine charism through education of staff and newsletter items.

-Maintained introduction of Catholic Identity markers throughout our school for new staff, students and families.

Learning and Teaching

Goals & Intended Outcomes

School Improvement Priority:

Build a culture in the school and its community reflecting an understanding that evidence-based decision making and the use of data are essential to effective leadership and to teaching and learning.

School Improvement Goal:

To build a whole school data plan, that includes data being stored in a central location to ensure staff are able to easily access and utilise reliable data.

Key Improvement Strategies & Actions:

-Identify the data sets that are systematically collected and used to monitor whole- of-school performance in student academic, attendance, behaviour and wellbeing outcomes.
-Conduct an analysis of existing whole-of-school performance data.
-Investigate and determine the appropriate platform to store data in a central location.
-Develop a whole-of-school data plan that: makes clear what data will be collected and when; who is responsible for the collection and analysis; the purpose of the data; and how data will be used and communicated.
-Develop a protocol for data analysis to accurately set short-, medium- and long-term targets for improvement and align actioned strategies.

Evidence of Success & Targets:

-Whole school 'Data Collection Plan'

-Audit completed on current data collected

-3 platforms investigated and presented to staff and decide on one

-Data analysis protocol established

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.

Professional Learning Communities are implemented weekly for teaching staff. Through the year of 2023 the staff focused mostly on the data that they collect and why. The focuses included:

- Morphology, creating a Scope & Sequence for Grades 3-6.
- Acadience Data Collection
- Intellischools
- Cued Articulation
- Reading Fluency
- Phonics Check
- PAT Data
- Spelling Mastery

Along with this learning each term staff set goals that relate to a particular data set. In terms 1 and 2 teachers focused on Acadience Data. Term 3 teachers focused on Reading Fluency and in Term 4 teachers focused on PAT and Acadience Data.

Staff continued to enhance their knowledge around best practice in the space of Literacy continuing with our Science Approach to Reading through the guidance from our external coach Stephanie Murphy (who we had pervious worked in the Targeted Assistance Program TAP). We worked with our coach to further enhance our Literacy Block for students in Grades 3-6. Staff completed training in Spelling Mastery and this program was implemented for all Grades 5 and 6 students in Term 2 and rolled out for selected students in Grades 3 and 4 as most of these students were finalising their phonics knowledge.

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 small intervention group and followed the 'UFLI Intervention Program' through the guidance of Learning Support Officers. These students were monitored regularly through Acadience Data Collection which was conducted by the Learning & Teaching Leader. All of this data was collected on an online platform which created charts and graphs that could be easily interpreted by the teachers and on occasion the families.

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

Acadience:

This year was our first year of collecting Literacy Assessment through the Acadience sweep. The grade of the student determined the type of assessment. Assessments include a letter naming assessment (typical in junior years) while other assessments include Oral Reading Fluency or a Maze as forms of assessment (typical in senior years). As this was the first year of collecting this assessment, and the new online platform took quite a lot of time to set up, our Term 1 assessment data is missing for some grades. Below are the Acadience Benchmarks for 2023.

Acadience Data

NAPLAN - Proportion of students meeting the proficient standards			
Domain	**Year level**	**Mean Scale score**	**Proficient**
Grammar & Punctuation	Year 3	358	25%
	Year 5	*	*
Numeracy	Year 3	409	75%
	Year 5	*	*
Reading	Year 3	349	42%
	Year 5	*	*
Spelling	Year 3	342	25%
	Year 5	*	*
Writing	Year 3	405	77%
	Year 5	*	*

*A school's NAPLAN test must have a minimum of 11 participants and 80% participation rate. Data not reported for 2023 due to participation not meeting these criteria or no students were assessed. Participants include students who were assessed, including non-attempt, or those exempted from the test.

Student Wellbeing

Goals & Intended Outcomes

School Improvement Priority:

We aspire to foster a community that is inspired by Jesus and the Brigidine charism. Enhancing the understanding of wellbeing and its importance to the whole learner.

School Improvement Goal:

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

Key Improvement Strategies & Actions:

-Embed the implementation of The Resilience Project (TRP) throughout the school.
-Staff development to create culture (additional PD in 2023)

Key Improvement Strategies & Actions:

-Staff induction to TRP
-Additional TRP PD for staff
-Parent sessions
-Introduction at the start of the year all together
-Scope & Sequence document - filled in and followed (RRRR & TRP)
-Use of take home diaries

-PBIS explicitly taught

-TRP take home tasks are printed and sent home
-Pop up learning/activity ideas around GEM on Facebook or in the newsletter
-GEM chats are evident throughout the school (classrooms & staffroom)

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 2023. The Resilience, Rights and Respectful Relationships Program (RRRR), was used to teach Protective Behaviours to all students from Foundation to Grade 6 and was facilitated by the classroom teachers.

In 2023 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 3 one hour virtual sessions produced by ‘The Resilience Project’ focusing on teacher wellbeing:

-Looking After Self

-Staff Authentic Connection

-Looking After Others 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.

In 2023 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. We continued to track our PBIS tokens termly, to provide behaviour data for staff to analyse.

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- Morgan Watson. 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. She worked amazingly hard to maintain our community partnerships. She assists with community engagement projects, including working with the Men’s Shed and Community Sewing Group. She also supported the wellbeing of students and families through facilitating the Seasons for Growth program. Music and emotional intelligence 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.

Throughout 2023 we have worked really closely with Catholic Care. Collaborating with Catholic Care brings invaluable benefits to our school, enriching the educational experience and support systems for both students and staff. We have gained access to a wealth of resources, expertise, and support services tailored to meet the diverse needs of our students. This includes counseling and mental health support, pastoral care, family assistance programs, and initiatives promoting social inclusion and community engagement. By integrating these services into the school environment, Catholic Care helps create a nurturing and supportive atmosphere where students feel valued, safe, and empowered to thrive academically, socially, and emotionally. 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. Our '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. These children 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 their child's new teacher.

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

-Maintaining the implementation of PBIS

-Enhancing student leadership through the PBIS Leadership Group

-Parent Support Group Meetings

-School Chaplain programs and community partnerships

-Working in collaboration with Catholic Care

-Little Paddy's Transition Program

Student Satisfaction

In 2023 our Grade 3-6 students completed the Resilient Youth Survey. The results from various questions throughout this survey were:

Grade 3-6 Students Resilient Youth Survey

Our Grade F-2 students completed the PAT Social-Emotional Wellbeing: Early Years survey and the results were as follows:

F-2 Students PAT Social-Emotional Wellbeing- Early Years Survey Results

Our Grade 3-6 students also completed the PAT Social-Emotional Wellbeing: Primary survey and the results were as follows:

Grade 3-6 Students PAT Social-Emotional Wellbeing- Primary Survey Results

The report from our student ORIMA survey reported the following:

Student ORIMA Survey Results

When students were asked by their Student Advisory Council representatives what do we all do well at St Patrick's that stated the following:

-Following our PBIS blitz

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

-Listening

-Excursions and camps

-Learning new stuff

-Wearing 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

-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

-Using equipment properly

-Our buddy program

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.

During 2023 we recorded our weekly percentage data:

2023 Weekly Percentage Data

Average Student Attendance Rate by Year Level	
Y01	92.1%
Y02	88.3%
Y03	90.5%
Y04	89.8%
Y05	82.1%
Y06	85.5%
Overall average attendance	88.0%

Leadership

Goals & Intended Outcomes

Commitment Statement:
-Offer leadership experiences for staff and students embracing their strengths.
-Ensure opportunities for choice and voice allowing learners to see themselves as authentic agents in learning and leadership.
-Providing opportunities for wider community engagement in learning.

Goals:
-Build professional leadership capacity of staff throughout the year.
-Develop students as leaders by engaging with opportunities to demonstrate what it is to be a leader in a community.

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 Learning & Teaching and Jackie Stockdale has led Wellbeing and Learner Diversity.

Jackie Stockdale, Katie Rasmussen and Stephanie Hayes have formed a leadership team that meets fortnightly. Jackie Stockdale, our school Chaplain and Steve Hicks (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 (ARM) in November. This provided staff with an opportunity to reflect on their 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 which are aligned with industrial agreements.

In 2023 we implemented our new student leadership structure. All students in the Senior Classroom have an opportunity to apply for a leadership position. They then form a specific leadership group that is supported and led by a teacher. The positions are:

- Catholic Identity Leaders: The purpose of the Catholic Identity Leaders is to promote our school's Catholic values. They will help build the school's understanding of Social Justice and promote thinking and actions that help to create a just community both locally and globally. The Catholic Identity Leaders will consider Solidarity, Human Dignity, preferential Option for the Poor, Community and the Common Good, Rights and Responsibility and Stewardship of the Earth's Resources.
- Media Leaders: The purpose of the Media Leaders is to help promote our school across different platforms. They will capture learning and experiences that occur within our school in a digital manner. The Media Leaders will help our school and students improve their use of technology.
- Sustainability Leaders: The purpose of the Sustainability Leaders is to actively engage and educate students, staff and our wider community in developing a sustainable future for generations to come. The Sustainability Leaders will form an active community of like-minded individuals striving for positive environmental change.
- PBIS Leaders: The purpose of the PBIS Leaders is to promote a positive school climate at St Patrick's by encouraging all students to learn and behave in a positive manner. The PBIS Leaders will model our school values of learning, kindness and respect.
- Sport Health Leaders: The purpose of the Sports Leaders is to promote the importance and benefits of an active lifestyle. The Sport Leaders will assist their sport teachers, create opportunities for others to be active, tell others about the benefits of physical activity, encourage the inclusion of everyone in physical activities, value their own and others health and wellbeing and encourage others to be active.

We also established our first Student Advisory Council. Students have a positive contribution to make within the decision-making processes of the school. When students are actively involved in these processes, they have an enhanced sense of commitment to the school.

St Patrick's Student Advisory Council aims to:

-Provide students with a sense of pride and achievement
-Develop caring and responsible attitudes within the children
-Provide an avenue for the development of 'student voice' within the school
-Raise student awareness of issues and associated support options that they can contribute to
-Provides a forum for students to openly discuss concerns, issues, opportunities for improvement and to celebrate success

The Student Advisory Council operates in the following manner:

-Members consist of 2 representatives from each class, voted by their classroom peers.
-Meet with the principal once a term.
-Prior to the meeting each class has a class meeting to determine the ideas/concerns that the members bring to the meeting.
-Minutes from the meeting are shared with staff.
-A summary of the meeting is shared with each class by the attending members.

Expenditure And Teacher Participation in Professional Learning
List Professional Learning undertaken in 2023

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.

During Professional Learning Community (PLC) time we focused on a phonics scope and sequence, morphology lessons, morphology scope and sequence, reading fluency, new assessment tools, a new assessment schedule and an appropriate platform to store data in a central location.

To support this staff learning Jackie spent time in each classroom observing classroom teachers implementing reading fluency. Following these observations staff were provided with verbal and written feedback. Jackie also released each classroom teacher to observe a colleague implementing reading fluency. 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 professional development offered from Down Syndrome Victoria. They also learnt about assistive technology and how to use this with students.Our commitment to The Resilience Project saw staff attend 3 one hour virtual sessions produced by ‘The Resilience Project’ focusing on teacher wellbeing:

- Looking After Self

-Staff Authentic Connection

-Looking After Others

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

-A staff Spirituality Retreat implemented by Kylie Smith.

-The traditions of the Brigidine Sisters presented by Sister Cecilia.

-Catholic Social Teachings presented by Kevin Lawlor.

-Lauren Bennett continued her study to achieve her accreditation to Teach Religious Education in a Catholic school. All staff completed the following annual online professional development:

-Anaphylaxis Training

Expenditure And Teacher Participation in Professional Learning	
-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 2023	18
Average expenditure per teacher for PL	$536.00

Teacher Satisfaction

The report from our staff ORIMA survey reported the following regarding staff satisfaction:

Staff ORIMA Survey Report 2023

The report from our Resilient Youth School Staff Resilience Survey reported the following regarding staff satisfaction:

Resilient Youth School Staff Resilience Survey Report

The above data is really impressive and something we really celebrated as a team.

Teacher Qualifications	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	0.0%
Bachelor Degree	66.7%
Advanced Diploma	0.0%
No Qualifications Listed	33.3%

Staff Composition	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	11
Teaching Staff (FTE)	8.0
Non-Teaching Staff (Headcount)	7
Non-Teaching Staff (FTE)	5.7
Indigenous Teaching Staff (Headcount)	0

Community Engagement

Goals & Intended Outcomes

Commitment Statement:

-Inclusivity and Collaboration: we are committed to fostering an inclusive and collaborative community where all voices are valued and heard.

-Community Partnership and Service: dedicated to cultivating meaningful partnerships with local organisations, businesses, and community leaders to enhance learning and promote positive social change.

-Continuous Improvement and Accountability: we recognise that effective community engagement requires ongoing reflection, evaluation, and improvement.

Goals:

-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 parent ORIMA survey reported the following regarding school climate:

Parent ORIMA Survey Report

Fundraising and community engagement have found a rhythm that suits our small school context. We established a Fundraising Committee who take 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 2023 we had the following fundraising efforts:

-Easter Raffle

-Load of Wood Raffle

-Father's Day Raffle

-Gingerbread House Making

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’

-Wearing crazy socks for ‘World Down Syndrome Day’

-Wearing orange for ‘Harmony Day’

We participated in community events that included both local schools: the Tongala MND Big Freeze. It was great to come together with Tongala Primary School to celebrate this event. We also contributed to a whole community event: Tongala Hay Bale Trail. All students and staff decorated our hay bales as part of the trail.

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.

Parent Satisfaction

The report from our parent ORIMA survey reported the following regarding parent satisfaction:

Parent ORIMA Survey Breakdown Report

Financial Performance

The school's financial performance information and a report of the financial activities of the school's boarding premises (if applicable) have 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.

For more detailed information regarding our school please visit our website at www.sptongala.catholic.edu.au