



St Patrick's School Mentone

2022

Annual Report to the School Community



Registered School Number: 836

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Minimum Standards Attestation

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

In 2022, Melbourne Archdiocese Catholic Schools (MACS) delivered its inaugural strategic plan, *MACS 2030: Forming lives to enrich the world*.

At the heart of this bold and ambitious strategic plan is a common purpose - “Forming lives of faith, hope and love in the light of Jesus Christ” - that gives MACS and its network of schools a common direction.

This new purpose speaks to the role of our schools as a place for students and their families to encounter the living God who in Jesus Christ reveals his transforming love and truth.

The strategic plan also establishes a common vision, “Every student is inspired and enabled to flourish and enrich the world”, and outlines the initiatives that will make our purpose and vision real across four pillars:

- Inspired by faith
- Flourishing learners
- Enabled leaders
- Enriched communities

These four pillars are foundational to the distinctive educational experiences we offer. Our common purpose and vision will guide and sustain the high-quality Catholic education our 16,000 dedicated staff continue to provide to the 113,000 young people in our care.

Alongside the strategic plan, School Advisory Councils are now in place to engage parents, communities and parishes in the life of the school and provide support to principals on school matters. Combined with a strong focus on Working Together in Mission with our Parish Priests, this will ensure that we unite around our common purpose.

Enrolments continue to increase in the growth areas of Melbourne’s north and west where MACS opened two new primary schools. MACS was also excited to welcome a well-established combined level primary/secondary school in Malvern into our organisation.

We are very grateful for the support we have received from some 300 school communities throughout 2022. We look forward to further strengthening those partnerships as we work together to deliver an education that inspires young people to enrich the world.

Yours sincerely

Edward Simons

Acting Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Vision and Mission

With Christ in the heart of all,
The St Patrick's Catholic community
aspires to create an engaging and challenging environment to enable students
to become active and informed citizens
in an ever changing world.

School Overview

St Patrick's School is located in the Parish of St Patrick, Mentone. It is one of two Parish schools, the other being St John Vianney's, Parkdale East. The school is situated in spacious grounds, including a large playing field. The original school building has been "Heritage Listed" by the Kingston City Council. The student body is drawn from the surrounding suburbs of Mentone, Parkdale and some sections of Cheltenham and Mordialloc.

The school buildings have been constructed in stages during our 118 year history and a variety of styles is evident. The school is adjacent to the Parish Church, which facilitates a close relationship with the Parish. In 2009, as part of the Australian Government's BER initiative, St Patrick's School attracted a grant of \$2.5 million for the refurbishment of the hall and the upgrade of learning areas. A further \$150,000 was spent on upgrading the technology facilities with smart boards and computers. In 2012 we built a new Prep classroom due to the extra large number of siblings.

In 2014, a major building program was undertaken in two phases. The first phase consisted of the building of a bike shed allowing many students to store their bikes. The second phase was the re-development of the oval. This included adding a sustainability component to the playground along with expanding the sporting facilities available for the students. This included football goal posts, cricket nets and a synthetic running track. This has become a major asset for the school and provides many opportunities for learning and play for the students of St Patrick's.

In 2017, a lift was installed and built two buildings were joined adding a conference room and a leaders' office. This building project has allowed disabled access to all 16 classrooms.

In 2021, the school underwent a major building program where the junior wing was knocked down and 11 classrooms were built in its place over two levels. This building was also joined to the O'Hanlon Centre and the main building. This gives access to all buildings and all levels for all members of the community.

In 2022, we began the year with 275 families and 19 classes and 388 students. The majority of our students come to school with good social experiences, social competencies and self-control. Oral language skills are generally good however, student resilience and independence is a key focus born out of our Student Wellbeing processes.

Our teachers have varying experience from graduate level to over forty years experience. We have five specialist teachers who teach Physical Education, Music, LOTE (Italian), ICT and Art. We have nineteen classrooms with two classes at each year level and three Year 1, Year 2, Year 5 and Year 6 classes. Thirteen of those classrooms have full time class teachers and three have a shared teaching situation. Our Deputy Principal has full time release and is also the Student Wellbeing and Learning Diversity Leader. The Learning and Teaching Leader is also the Literacy Leader and shares a class as well with the ICT Leader.

Principal's Report

We are back!!!

That has been a theme that I have used throughout the course of this year. In January this year I did not know if we would be opening for business at the start of the year and luckily, we did. From that time, I have endeavoured to ensure that we do our best to return to normality and try and provide our students with every opportunity that they had prior to COVID.

We have successfully completed our Sacramental program, our sporting program, our performing arts program, our Italian program and I believe the students have had a wonderful year of normality. We did make the decision to not have a Grandparents Day which has sat comfortably with me as we wanted to ensure their safety in coming into our school community. Most recently we have had to cancel the beach program, but Melbourne weather and water quality has beaten us there.

The highlight for me from a leadership perspective was the completion of our building program. The planning for this commenced 5 years ago when we realised that our numbers were growing and we needed to cater for the future. Our goal was to have 21 classrooms and provide for three streams of classes. The other goal was to provide access to all rooms for all members of the community. This was commenced with the building of the lift in 2017 and we now wanted to join all the classrooms together. We are very proud of the final result and we know the staff and students are enjoying this remarkable resource.

To think we started the year in portables spread around the school and to end the year with the building complete and a brand new basketball court is an amazing result. I cannot thank the staff and students enough for their patience and understanding during this process. I would also like to thank our architect Mr Sam Harding for the vision he has shown in creating an amazing school facility. I truly believe that we have one of the best primary school properties that I have seen and I am sure our school will continue to maintain our numbers because of what we provide for our students.

As mentioned at our last council meeting, we have begun the process to become an accredited IB- PYP school and Jennifer is working close with the IB office to begin the implementation process with our staff. I have completed the Head of School course so that we can now progress to the next stage.

The P&F have been back in full flight this year and we have provided many wonderful social events this year. I would like to thank Kerrie and Sarsha as our presidents for all their work this year. I would especially like to thank Kerrie for her amazing contribution to the P&F over many years as president. We now look forward to Kerrie joining our staff in 2023.

We are looking forward to continuing to enhance the learning of our students in 2023.

Catholic Identity and Mission

Goals & Intended Outcomes

To build a school wide culture around the Pedagogy of Encounter as we change our thinking and approach to the teaching of Religious Education.

Achievements

Our year began with a whole school assembly bringing students and classes together for the first time celebrate the opening of the 2022 academic year. The Year 6 leadership badges were presented at this assembly. The assembly was held outside due to Covid restrictions still being in place for schools.

St Patrick's Day was celebrated with Mass, an Irish band and a big slide. Students participated in fun rotational activities led by the Year 6 leaders, such as a St Patrick's Day Scavenger hunt and card making. Students dressed up in green costumes and the Year 6 leaders judged winners from each class. The Parents and friends provided a sausage sizzle and Zooper Dooper. We were very blessed with lots of sun and students had a fun day!

During Holy Week Staff led students on a Way of the Cross Liturgy in our school yard drawing from the Caritas Stations of the Cross and a junior Way of the Cross (for the Prep, 1 and 2 students). Staff could draw on their knowledge of their experiences from previous years when leading the students.

We continued to facilitate a number of professional learning opportunities in the use of the Pedagogy of Encounter, the use of the RE tracking tool, Provocations, Split Screen planning linking RE to Inquiry and the Teacher Dialogue Tool. These initiatives are all in line with and linked to the MACS, Horizons of Hope document. Staff continued to develop a deeper understanding of the concept of recontextualisation and how this is a process to extract Catholic texts, signs or meaning from their original context and then reuse them in another context to give a renewed Catholic identity that is meaningful in a contemporary culture context. We have also held PD's on Scripture, Prayer and Advent.

To promote the value of students spending regular time in personal prayer and reflection we have continued Christian meditation throughout the school and teachers have used a variety of online resources.

For terms 2, 3 and 4 we have been very happy to return to whole school masses in the Church. Each term we have held four whole school Masses and year levels 3-6 lead the welcome, the readings and the Prayers of the Faithful. It has been lovely to have all year levels present so that we can pray as a whole school with the Parish Community.

For the first time in a couple of years we have been able to completed the Sacramental Program as per our normal structure. Students participated in reflections days and class time activities to understand the history of the sacrament and what it means for them in the year 2022. Year six had a wonderful day in the city visiting St Patrick's Cathedral, Mary MacKillop Museum and St Paul's Cathedral.

Our Year 6 leadership groups have continued to promote a variety of Social Justice initiatives to help members of our community such as St Vincent de Paul Christmas hampers. The Year Six leaders continued to lead at assemblies and communicate to the whole school what was happening in their leadership areas

VALUE ADDED

Our Religious Education Award has highlighted the strength and importance of Religious Education at the school. Along with our cantoring and Altar Serving, this award has encouraged greater participation in the life of the Parish and in social justice activities around the school.

Our endeavours to encourage families to participate in the life of the Parish have produced good responses from those who take up the offer. We have stable attendance at Family Masses and high attendance at Mass such as the Foundation Family Mass and the Sacramental Preparation Masses.

Learning and Teaching

Goals & Intended Outcomes

- All classroom work programs to show differentiation of learning tasks in the areas of numeracy and literacy 4 PLTs per term for reading, writing, numeracy, RE moderation and review of data for student learning.
- All data to be housed in Nforma, PAT-OARS, Essential Assessment, NAPLAN, Google Forms and to be updated at least once a term.

Achievements

Well, it's been another year like no other. I think I'll call it 'The Treadmill' year. We got on in late January and we're still going! Despite all the school events and festivities across the year, we have been able to focus on Learning and Teaching and Literacy and begin some great initiatives across the school.

Learning and Teaching

We have started to investigate IB-PYP learning for inquiry. We have unpacked the IB-PYP Learner Profiles and matched them to the Dispositions that we have been doing since 2015. The Dispositions are well and truly embedded in the students' understanding. The students can articulate their meaning easily and simply. It's now time to grow thinking to a new level.

Over the year we have continued to develop and refine our implementation of assessments and reporting. We have reconfigured our PAT data to give us a clearer indication of what it really means to be 'at' standard, 6 or 12 months below or above. Next year we will look at student growth over the two semesters as it is not automatically 6 months each semester.

We have continued to implement the new RE Curriculum and use the new planning docs that were created in 2021. We have just started to cross reference the IB-PYP themes with the RE curriculum to see what will fit with IB and what needs to stand alone. This will be continued on school closure day on Dec 5th 2022.

We have continued to revise best practice at St Patrick's and monitor non-negotiables of the literacy and numeracy blocks so that only best practice is being used to deliver the curriculum to our students.

Literacy

This year saw the implementation of InitiaLit in Prep. Our 3 Prep teachers and the LSOs have loved the program and the students have responded enthusiastically to the new way of learning. The 3 Prep teachers and myself completed training in March. Our prep literacy data for the end of the year is off the wall. The students have celebrated huge success in their reading and writing growth across the year.

The Year 3 teachers and myself were to join a MACS writing PD this year. After the first session we decided it was not for us, so we implemented an in house writing program with Year 3 teachers around Author Craft. We targeted year 3 and then what we planned and resourced could be adapted up or down by other year levels.

We have continued to resource our literacy program from Prep to Year 6. We have added to our oral language/social skills in Year 1 and we have noted an improvement with how the Year 1s interact and speak with each other.

2023 is looking like another exciting school year and we look forward to getting started.

Maths

Our first focus for mathematics in 2022 at St Pat's was building on the work of Dayna Bradley (our previous mathematics coordinator) in clarifying and sequencing our goals for students' mental maths skills. Initially this meant investigating the teaching strategies we were applying to develop mental maths at different levels. This information was then used as a basis for providing staff with the resources and support necessary to create a consistent approach to mental maths education. As part of this process, the school decided to move away from individual online student accounts in Think Mentals, as this approach had proved too generalist and at times confusing for students. This change has enabled classrooms to explicitly focus on one mental maths strategy at a time, by combining some aspects of the Think Mentals strategies with other, more targeted resources.

Our next point of focus was using games to lift engagement in our mathematics lessons. Again, we aimed to achieve school-wide consistency in our approach, this time by ensuring that our maths games follow a set of agreed principles, including: maths games must be engaging; games must include balanced elements of skill (to build on mathematical strategy) and luck (so that all students have a chance of winning); games should be easily differentiated, to allow for students' varying levels of mathematical ability and confidence.

Throughout the second half of 2022, our key focus (in terms of mathematics curriculum delivery) was to investigate and implement more inclusive approaches to differentiation within mathematics lessons. Instead of responding to students' different ability levels by providing them with different/separate tasks ("exclusive" grouping), we began utilising inclusive "low-floor-high-ceiling" mathematical activities. These tasks aim to provide an appropriate degree of challenge for each student, while still allowing everyone to experience success and participate in class discussions on mathematical strategies.

The school purchased a range of mathematical resources this year to support staff in implementing each of the above foci. We are now using the "iMaths" series of enabling & extending resources, the "Maths300" open-ended learning sequences, Jo Boaler's "Mindset Mathematics" series, Peter Sullivan's challenging mathematical tasks, and the "Fundamentals" Prep-6 series of maths mentals games. Additionally, during term 3 our whole staff worked together with Jenny Smith and Jo Soulsby to help sort through, collate and reorganise our mathematics resource room. We are currently about to end the year by conducting a full stocktake of our school's classroom mathematics resources. We plan to collect, replenish and redistribute all of these resources by year's end.

Sustainability

This year we have continued our ResourceSmart School membership. We are still working our way through the modules.

We have also maintained our subscription to S.W.E.P. alerting us to any possible spikes in water usage. This year we have had many, many leaks which are under investigation. Having the S.W.E.P. membership has been invaluable for our school in the past few years.

At school the Year 6 green students have continued to ensure students and staff are using the bin systems correctly. This has helped us to reduce the number of times our landfill skip bin is emptied from fortnightly to every three weeks.

With the student leadership teams this year we have organised a second hall stall. Students across the school have donated goods which we will then resell at our stall. This has several benefits. One being reducing the amount of goods thrown out and also raising money for those in need at Christmas time. There has also been a regular second hand uniform stall which has proven to be very popular and a great way to recycle unwanted uniform items. The money from that is also donated to St Vincent de Paul to help those in need.

We are looking at holding a whole school sustainability day next year where levels can showcase an area of sustainability. Our current Year 6 students have researched fair trade products which also meet sustainable standards. They are hoping that some of these will be introduced into the staffroom to replace less sustainably produced products. Finally even some staff members are on board and finding new ways that we as a staff can be more sustainable. They are designing a birthday wish whiteboard to replace buying cards!

Learning Enhancement

This year we returned to relative normality with regards to school events. It was great to be able to hold or attend events face to face.

Two teams of Year 4, 5 and 6 students participated in the Tournament of the Minds. Run at Deakin University this year the school team took on the S.T.E.M. challenge. The challenge was-

Your team of super explorers has found a 300 gram nugget. You are to create a moving platform that displays the nugget to the public from a variety of angles.

Using ICT, your team must incorporate an explanation of the STEM processes used in the design of your moving platform.

Gold has been very valuable throughout history, your team is also to include a brief scientific explanation as to the value and importance of gold throughout the ages.

The team worked so well together and came up with an excellent solution to the challenge. Their presentation to the judges went smoothly and most importantly the students were happy with their performance.

Another event that has missed for the past two years also went ahead this year. The Year 5 Maths Games Day was attended by 80 students from schools near and far. They all enjoyed a day of problem solving, with written problems, games and a scavenger hunt. One of our teams came second on the day which was a bonus. Thanks to M.A.V. for their support and organising great maths prizes.

Once again students across the school participated in G.A.T.E.Ways sessions across the learning areas of science, maths and literacy.

Some students from Years Three to Six took part in the B.E.B.R.A.S. computational thinking challenge this year. The Bebras Australia Computational Thinking Challenge is part of an international initiative that promotes Computational Thinking amongst students. This year we had three Year four students receive a perfect score and placed on the C.S.I.R.O honour roll, a great achievement.

Digital Technologies

It has been fantastic to have a full year at school in 2022.

A major goal for this year was continuing to build our STEM program where all students had the opportunity to participate. Engagement levels were sky high and the students' final projects were very impressive showcasing the design thinking process to solve a problem.

Teachers have continued to be empowered to run ICT lessons using our St Patrick's ICT scope and sequence. We have continued our staff PD around the scope and sequence and will continue this in 2023.

The new building program was another major goal for IT resources and infrastructure. The existing 65" TV were relocated to the senior building. All projectors were decommissioned and 12 new 75" TVs were installed throughout the entire school. Three 75" interactive TVs were installed in the prep classrooms. A new 85" TV was installed in the multipurpose area downstairs and another 75" with a trolley is housed upstairs in the auditorium.

We have continued with our implementation and consolidation of our cybersafety resources. We participated in Safer Internet day in week 2 of term 1 and all students read and signed an Acceptable User Agreement. Linewize has been great to give teachers complete control over students' screens when in the classroom. We can see what students search, direct them to websites and even pause their internet. We aim to help them make positive choices when online. Linewize has a parent support component called Family Zone and they developed a St Patrick's Cyber Safety Hub for us. This is a valuable resource full of tips and advice for parents about online gaming, cyberbullying, screen time and more. Tips and advice for parents have gone out in the newsletter.

Preparation for 2023

- Purchased 52 chromebooks to have 1:1 from 1-6 and some spares as old ones reach end of life
- Purchased 25 new ipads to have 1:1 in Prep and replace old ones
- Focus on typing skills Year 1-6
- Continue staff PD on STEM
- Continue staff G Suite for education PD
- Continue PD around the ICT scope and sequence so teachers have a clear expectation what skills they are required to teach
- Continue developing a strong culture of cybersafety at St Patrick's with the support of our Linewize subscription and the St Patrick's Cyber Safety Hub
- Continue Linewize PD

We would like to thank the Parents and Friends Association for their continued support and donation of funds to make the purchase of new devices and infrastructure possible. We are aiming to maximise and enrich the students' learning in this 21st century and their engagement has been evident. We will continue to look at how we can improve learning at St Patrick's for all students through digital technologies.

STUDENT LEARNING OUTCOMES

The start of the 2023 School year will be a blend of Assessment and Wellbeing. All preps and Year 1s have completed a reading record in Term 4 as this will assist us to LLI off and running from Week 2 2023. Our target year levels for 2023 will be Years 1,2 and 3. Year 3 - 6 will complete reading records early Term 1. Preps will administer the English on-line interview in the first 4 weeks of school. This will allow us to find out about our students and have information for parents at the first parent teacher meetings held in Term 1. We move our PAT assessments back to Term 4 2023 as it only needs to be administered once a year. Term 1 2023 will also see PLTs focus on RE, Literacy and Numeracy and make student data more of a focus for our professional discussions and planning.

2023 Goals for Literacy, Numeracy, Learning and Teaching

- To continue to implement the new RE Curriculum and use the new planning docs that have been created in 2022
- Review and implement the Assessment Schedule
- Introduce Initial Lit in preps as the foundation for their literacy curriculum. Preps teachers will complete the training in March
- Raise the profile of Oral Language across the school and develop a P-6 Scope and Sequence. The Year 1 teachers will attend the 5 day professional development across the year on oral language development provided by MACS and Deakin University
- Year 3 teachers will attend the MACS professional development on writing improvement across the school.
- Delve deeper into PAT-R and use more of their resources available in the Oars website
- Continue to embed and monitor non-negotiables of the literacy and numeracy blocks
- Look into a new forms of feedback for students
- Explore PAT Vocab and make connections to comprehension
- Continue to explore how Naplan tests spelling and embed in our spelling program through Essential Assessment My Literacy and Success Spelling
- Continue to embed 2-3 short sharp spelling lessons a week
- Investigate connections between handwriting and spelling
- To assist students with handwriting we will develop a verbal cue for each letter
- Add Magic Word Assessment to the Assessment Schedule for Years 1 to 3
- Make quick recall of high frequency words a priority for 2023
- Continue the focus on mental maths but without using the Think Mentals online program
- Continue the focus on the vocabulary of mathematics.
- Revisit the maths planner and the differentiation of the implementation of the maths curriculum.

- Encourage maths workshops when there are 3 classes in a level
- Handover Numeracy to new Maths leader in 2023.

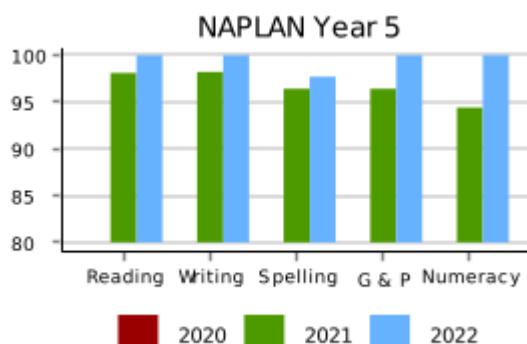
PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%	*		%	
	*	*		*	
YR 03 Grammar & Punctuation	-	97.9		100.0	2.1
YR 03 Numeracy	-	100.0		100.0	0.0
YR 03 Reading	-	100.0		98.3	-1.7
YR 03 Spelling	-	97.9		100.0	2.1
YR 03 Writing	-	100.0		100.0	0.0
YR 05 Grammar & Punctuation	-	96.4		100.0	3.6
YR 05 Numeracy	-	94.4		100.0	5.6
YR 05 Reading	-	98.1		100.0	1.9
YR 05 Spelling	-	96.4		97.7	1.3
YR 05 Writing	-	98.2		100.0	1.8

* 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

- To develop authentic engagement with families and the wider community so as to promote student's social and emotional learning and academic success.

Achievements

Throughout the year of 2022, student and staff wellbeing has continued to be a central focus throughout St. Patrick's. We have emphasised the importance of wellbeing, particularly given the experiences of the students and staff over the past several years with repeated lockdowns and remote learning due to Covid.

We have worked closely with several students and their parents throughout the year who have required extra support and assistance with their emotional wellbeing. Students worked one on one with a Wellbeing Leader on a weekly basis and were given support, strategies and resources to assist them. Regular check-ins were provided and the students have reported this to have been a valuable experience.

As a school, we have continued to implement and imbed the Zones of Regulation to assist with the development of the social and emotional wellbeing of our students. There is now a common approach to using the Zones of Regulation and students are familiar with the language and strategies used to achieve a balanced and 'ready to learn' mindset.

As part of our ongoing practice, parents of new students to St.Patrick's in 2022 (from Year 1-6) were contacted as a courtesy check in to ask how their children were settling into the school. We received positive feedback from the parents about this support and it helped to develop relationships with the new families as well as ensuring the wellbeing of the new students was catered for.

Throughout the year, we have attended regular Student Wellbeing Network Meetings for the Southern Region via Zoom and in person, keeping up to date with current wellbeing initiatives and receiving resources and ideas to implement within our school. We have also engaged in Professional Development opportunities in response to the needs of our students at school to enable us to provide the best support possible. We have utilised the support provided to schools through MACS and invited expert consultants into our school to provide recommendations and advice to assist us to achieve our Annual Action Plan goals.

The Dispositions have continued to be taught and encouraged among the students, and these have become a weekly focus at each of our school assemblies.

Regular newsletter articles and updates were provided to families, communicating the current dispositions the students are focusing on and providing ideas of ways families can support the wellbeing of their children at home.

Staff wellbeing has also continued to be prioritised to maintain staff morale and a positive attitude. Staff were provided with the opportunity to meet confidentially with our school psychologist Monica Chester and have been encouraged to speak with the Wellbeing Leaders if they require advice or wish to discuss an issue. Small tokens of appreciation were provided to staff, such as wellbeing packages at report writing time and celebrations for World Teacher's Day.

The staff have continued to be continually resourced throughout the year to support them to have access to appropriate and effective wellbeing lessons and activities. These have included resources to teach the Dispositions as well as to promote Circle Time, Meditation and the use of Restorative Practices.

Looking ahead to 2023, our goals for St. Patrick's include:

- Further enhancing student voice and agency among the students
- Having a greater emphasis on incorporating learning about Aboriginal and Torres Strait Islander cultures throughout our teaching
- Incorporating wellbeing into the new IB-PYP that will begin to be introduced from 2023

VALUE ADDED

Some of the curricular and extra-curricular activities were:

- Year 5 camping program
- Year 6 camp to Canberra
- Professional development on Restorative Practices
- NCCD professional learning
- Focus of Dispositions and SWELL week

- Environmental Garden program
- Young Leaders Day for Year 6 School Leaders
- Year 6 & Prep Buddy BBQ
- Activities Week
- Responsible Pet Program
- Competitions in Cross Country, Inter-House and Inter School Sports
- Swimming Program & Sports Clinics: Basketball, Football
- Whole School Celebrations: St Patrick's Day,
- SEASONS
- Premiers Reading Challenge
- G.A.T.E.W.A.Y.S.

STUDENT SATISFACTION

St Patrick's School received favourable feedback from students and parents in regards to how we cared for the students during remote learning and then with how we worked with all our students upon returning to school. The programs were reviewed by the School Advisory Committee and again positive feedback was received with suggestion on how we could even improve them going forward. All feedback was gratefully received.

STUDENT ATTENDANCE

In accordance with the Victorian Education and Training Reform Act 2006 requirements and the school's moral obligation to ensure the safety & welfare of students under its care, the school must:

- Record every child's attendance twice per day via nForma. This will be completed by the classroom teacher before 9.30 am & after 1:50pm;
- Record reasons for absence, and record the absence as "unexplained" if no reason has been provided (update the records once a reason is established);
- Determine if the explanation provided for a student's absence is reasonable for the purposes of the parent meeting their responsibilities under the Education and Training Reform Act 2006. The Principal will use their discretion in making this decision;
- Determine if the reason for the student's absence is acceptable and any follow up is needed to support the child's education and wellbeing;
- Notify the parent/guardian if the absence has not been approved;
- Keep records of all attempts to contact parents/ guardians in relation to attendance;

- Record attendance of any student who only attends half a day (two hours or more);
- Monitor attendance and develop improvement strategies for attendance where necessary;
- Take further action (at their discretion) if a student reaches five days of unapproved or unexplained absences within a school year;

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	88.9%
Y02	90.3%
Y03	88.4%
Y04	89.6%
Y05	87.7%
Y06	89.9%
Overall average attendance	89.1%

Child Safe Standards

Goals & Intended Outcomes

Goals

- At St. Patrick's Mentone we hold the care, safety and wellbeing of children and young people as a central and fundamental responsibility of our school. Our commitment is drawn from and inherent in the teaching and mission of Jesus Christ, with love, justice and the sanctity of each human person at the heart of the gospel.
- Throughout 2022, our school has sought to further embed its child safety strategies through the ongoing review and implementation of policies and practices. Professional boundaries have been reinforced with all staff members and volunteers, as has obligations regarding the protection and reporting of allegations or disclosures of abuse.

Intended Outcomes

- All students deserve, as a fundamental right, safety and protection from all forms of abuse and neglect.
- Our school works in partnership with families and the community to ensure that they are engaged in decision-making processes, particularly those that have an impact on child safety and protection.
- All students have the right to a thorough and systematic education in all aspects of personal safety, in partnership with the parents/guardians/caregivers.
- All adults in our school, including teaching and non-teaching staff, clergy, volunteers, and contractors, have a responsibility to care for children and young people, to positively promote their well-being and to protect them from any kind of harm or abuse.
- The policies, guidelines and codes of conduct for the care, wellbeing and protection of students are based on honest, respectful and trusting relationships between adults and children and young people.
- Policies and practices demonstrate compliance with legislative requirements and cooperation with the Church, governments, the police and human services agencies.
- All persons involved in situations where harm is suspected or disclosed must be treated with sensitivity, dignity and respect.
- Staff, clergy, volunteers, contractors, parents and students should feel free to raise concerns about child safety, knowing these will be taken seriously by school leadership.
- Appropriate confidentiality will be maintained, with information being provided to those who have a right or a need to be informed, either legally or pastorally.

Achievements

The embedding of policies and commitments into everyday practice

- Child Safety Standards remains a regular agenda item at School Board meetings where the school's child safety strategy, risk management processes and their effectiveness are reviewed.

- Staff participate in regular briefings and presentations on the school's Child Safety Strategy with a focus on classroom and student management, duty of care and reporting requirements.

Training of teachers, non-teaching staff and volunteers

- All teaching & nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Child Safety Code of Conduct annually.
- Volunteers are provided with regular briefings on acceptable behaviours and are required to read and sign the school's Child Safety Code of Conduct every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training's on-line Mandatory Reporting module.

The participation & empowerment of students

- The school's Child Safety Action Plan focused primarily on the promotion and participation of student empowerment. Providing students with a voice is critical in ensuring their well-being and safety. Education about healthy and respectful relationships and the development of resilience through participation in (Name of the Program/s) played a fundamental role in achieving this outcome. This culminated in the development of a 'Child Friendly Code of Conduct' developed and review by the Student Representative Council (SRC) and communicated to students via relevant learning opportunities and made available to the broader school community via the school website.

Consultation with the community

- St Patrick's continues to actively engage the school community in all aspects of Child Safety. Briefing sessions have been held with members of the school community to further disseminate requirements of Child Safety Standards, the school's Code of Conduct and its expectations of those who intend to participate in 'Child Connected Work'.
- The school's Child Safety Strategy is communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

Leadership

Goals & Intended Outcomes

- That the leadership team supports and develops the future sustainability and growth of the school

Achievements

2022 has been a very successful year at St Patrick's and we have been very glad that we have been able to return to normality. The school has continued to grow and we have been proud in the level of interest that has been shown from outside families in wanting to be a part of the St Patrick's community. We have met our 10 year growth projections in two years and we are building for the future.

We have continued to work closely with staff to offer the required support to assist them with performing their job. This has included more professional development and the opportunity to work with leaders from the school to increase their knowledge of specific key learning areas.

Our goals in 2023 from a leadership perspective will be:

- Move our administration system to ICON
- Continue our 4 year cycle post our review.
- Continue the Introduction of STEM as a subject for all students
- Add an additional class to Prep giving us 19 classes in the school.
- The upgrade of IT infrastructure to allow the system to work better and the addition of more devices for students.
- Significant addition to the Literacy budget to assist classes with more materials

We continue to monitor our students at risk within the school and our Deputy Principal leads a team of committed Learning Support Officers who work with teachers to ensure these students are supported. We have gone from one LSO to ten in seven years and next year we will add an eleventh LSO to support our Literacy and Numeracy intervention programs.

We are extremely proud of our achievements and results in 2022, with 58 students joining Prep and 10 students joining other levels our numbers will continue to grow in 2023. We believe this is due to the facilities and programs we offer our families. With our goals and directions clearly

defined for 2023 we believe we will continue to improve and provide a quality education for all our students.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

All staff have opportunities for Professional Learning in all curriculum areas through our Professional Learning Teams and Staff Meetings. Some areas we have focused on include: RE, Mathematics, Literacy, Science, Student Wellbeing, Administration, First Aid, LOTE and PE.

Number of teachers who participated in PL in 2022	30
Average expenditure per teacher for PL	\$2950

TEACHER SATISFACTION

The staff wellbeing survey showed a positive response to the manner in which staff were supported during the year.

The staff have continued to work well together after a very difficult period of time.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	89.6%
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ALL STAFF RETENTION RATE

Staff Retention Rate	97.6%
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TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	21.7%
Graduate	21.7%
Graduate Certificate	4.3%
Bachelor Degree	82.6%
Advanced Diploma	26.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	31.0
Teaching Staff (FTE)	26.3
Non-Teaching Staff (Headcount)	15.0
Non-Teaching Staff (FTE)	12.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

- To develop authentic engagement with families and the wider community so as to promote student's social and emotional learning and academic success.

Achievements

We have continued to work to ensure all families are welcome at St Patrick's. Upon enrolment each family is informed that it is not just their child coming to our school but we want the whole family to feel welcome and become a part of the school and parish community. With more parents working full time this becomes a real challenge but we will continue to provide opportunities for parents to be part of the learning journey of their child.

Our Parents and Friends Association support the school whole heartedly and I must commend the work done by Kerrie Presnell and Sarsha McEntee and their committee in 2022 to ensure that all parents have many opportunities to be part of community events. We have continued to have events that allow families and friends to share in joining our celebrations. These events have included:

- Monday assemblies
- Sacramental Days
- St Patrick's Day
- Open Day
- Special Sporting events

As a community it was wonderful to come together for our School production in 2022. This was a huge community celebration for our school and displayed the wonderful performing arts skills of our students. This was a great event for the whole community.

PARENT SATISFACTION

We received feedback through our email, parent teacher interviews and open discussions where families expressed their gratitude for the manner in which our school supported families.

Future Directions

Our 2017 review was undertaken with ACER using the School Improvement Tool. From this we looked at Learning and Teaching areas of improvement for the school. In 2021 we completed our next school review and in 2022 we set our school improvement plan for the next four years. The following chart looks at our goals for 2023 that are being added to our annual action plan.

RE

- Professional learning related to the Pedagogy of Encounter
- Professional learning related to Teacher Dialogue Tool
- Professional learning related to Provocations
- Professional development related to Assessment and Reporting
- Student survey to determine student needs
- Focus on Sacramental programs (post COVID)
- Review of SIF rubric RE sphere
- Foster staff spirituality and faith formation
- Foster student spirituality and faith formation

Learning and Teaching

- Review Learning and Teaching Policies
- Redesign Term 1 for 2023 - Assessments early in Term 1 so we have data for first P/T in March
- PLT: RE, Literacy, Numeracy (repeat), Across Term 1 and keep looking at data for each of the learning areas
- New staff orientation
- Introduce IB-PYP

Literacy

- Review Best Practice for Literacy
- Reintroduce new resources purchased in 2023
- Writing moderation
- School wide tracking of reading levels
- Revisit Magic Words and do introductory PD so all P-3 on the same page
- Dyslexia PD

Maths

- Revision of Mental Math Scope and Sequence
- Revision of Written Strategies Progression for the four operations
- New Vocabulary Scope and Sequence

Learning Enhancement

- Differentiation PD for whole staff with Dr Susan Nikakis from CEM
- Differentiation planning + how to demonstrate this planning on work program

Digital Technology

- Introduce Google virtual reality headsets
- Explore other more complex areas of Digi Tech curriculum as teachers will teach basic ICT skills with the newly developed scope and sequence
- Support teachers with ICT scope and sequence
- Help coordinate STEM PD to build teacher knowledge and capacity so they can lead STEM in their class in 2022
- Roll out new teacher laptops
- Monitor the IWB and projectors in classes. As they start nearing end of life may look at replacing them with 75" tvs
- Introduce 2 chromebook trolleys in year 1

Student Diversity

- Professional development on Rosae to support information gathering for NCCD
- Use of Functional needs Analysis
- Professional development of Intervention Framework
- Professional Learning for NCCD
- Introduce EAL audit tool, framework
- Dyslexia professional development
- Professional Learning for NCCD
- Introduce EAL audit tool, framework
- Dyslexia professional development

Leadership and Management

- Continue to foster sustainable practices
- Complete new building and integrate into our learning programs
- Continue to develop staff professional development programs
- 2022-2025 strategic plan for school
- Continue to use Safesmart for training and induction

School and Community

- Rebuild community partnerships (post COVID)
- Rebuild family partnerships (post COVID)
- Staff articulate and enact the catholic vision for the school