



# ANNUAL REPORT TO THE SCHOOL COMMUNITY

**ST PATRICK'S SCHOOL  
NHILL**

**2018**

REGISTERED SCHOOL NUMBER: 1488



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## Contact Details

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## Minimum Standards Attestation

I, Kathryn Bendall, 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 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

3 May 2019

## Our School Vision

As partners in Catholic Education and open to God's presence, we pursue the fullness of life for all.

St. Patrick's School is a Child-Safe School.

## Our School Mission

Therefore, inspired by the Gospels, our community will:

- Build on the traditions of our Catholic faith.
- Offer engaging, contemporary education aligned with Catholic tradition.
- Provide a safe and inclusive environment to support and nurture the development of all.
- Provide and maintain a supportive environment that effectively utilises resources.
- Promote caring and responsible relationships between the school, family, and wider community to enhance student learning.

## School Overview

St. Patrick's School is a small Catholic co-educational primary school in Nhill in the Wimmera district of Victoria. In 2018 we had 32 enrolments from Foundation to Year 6.

The school was originally established in 1949 by the Sisters of St. Joseph.

The modern facilities are situated on beautiful grounds with oval, hard-court (tennis, netball and basketball), gazebo, and a shaded playground.

Our school offers an exceptional education facility, with a Catholic-Christian value base. Our staff members are professional and foster each individual child's learning and talents, assisting the children to develop to their full potential. We offer a diverse curriculum and have strong community partnerships. Our teachers integrate technology across the curriculum with a 1:1 iPad program implemented in 2012.

2018 was the second year of our current School Improvement Plan and our Annual Action Plan focussed on improving student learning outcomes by enhancing the capability of teachers. We are in the third year of our Professional Learning Community journey and this year we focussed on the Reading strand of the English curriculum to improve teacher capability and, as a result, the learning outcomes of our students.

The children at our school are happy and love learning. There is a real family atmosphere where everyone genuinely cares for one another.

Key features of St. Patrick's School are: excellence in teaching and learning; catering for individual student's needs; a Catholic education, open to all; fantastic opportunities for student leadership; and specialist support in speech and counselling.

## Principal's Report

2018 was another very successful year at St Patrick's School. The staff, the students, the parents, Catholic Education Office of Ballarat staff and our Parish Priest, Father Peter Hudson, all work together to make our school the very essence of a Catholic school. Naturally we are always accepting of more support (what organisation isn't these days) but we are indeed fortunate to have the backing that we do have from our school community and the broader Nhill community.

Year Two of our current School Improvement Plan saw us implementing our 2018 Annual Action Plan and reviewing our progress in relation to our 5 year School Improvement Plan. Our emphasis again this year related to improving student learning outcomes, specifically in reading, as well as building staff knowledge of our Catholic faith and traditions. Our reading goal was to have 75% of students achieving at standard, or above, in reading by the end of 2018. While our goal in relation to Catholic School Culture was to ensure that staff have a greater knowledge and understanding of Catholic faith and tradition.

While we didn't reach our reading target as only 50% of our students achieved at, or above, the expected standard (based on the A-E reporting scale) at the end of the year (our goal was 75%), we did have 68% of our students show at least one year's growth in reading, and a number of students achieved more than 12 months growth which is a significant achievement. We continue to build our resources so that our Reading program is current, modern and relevant and this year we introduced InitialLit-F to our Foundation students as our preferred method for teaching students to read. With a change in teaching staff in 2019 St Patrick's School will again be working with Catholic Education Office of Ballarat staff to provide our graduate teachers with relevant professional learning in relation to Oral Language to Support Early Literacy (OLSEL) and the Victorian Reading and Viewing Curriculum to ensure that they have the skills necessary so that our students are at standard in reading.

In 2018 the classroom teachers taught Religious Education as both teachers were RE accredited. 2018 also saw the introduction of the new Awakenings curriculum to our staff and students. Given the amount of learning involved for our staff in relation to the new curriculum this became the vehicle via which teachers learnt more about the Catholic faith and tradition. This is still such a priority in our school as constant staff changes mean that those who develop an improved knowledge of Catholic faith and tradition move on and are (generally) replaced by those with less knowledge and understanding of Catholic faith.

## Parish Priest's Report

The following report is the Governing Authority's report from the School Advisory Council Annual General Meeting Annual Report held on Wednesday 5 December 2018, 7:30pm. This is the Annual Report into the operation of St Patrick's School, Nhill for the 2018 school year.

It is a pleasure to present this Report for St Patrick's School. It is always a pleasure to come into the School to the bright atmosphere that our School offers.

Our Parish community recognizes the parents and family as primary educators, and our Parish has supported them in providing an excellent Catholic school to assist them in forming their children in an environment of living faith and excellence in education.

In the present society in which we live, our school is needed more than ever before, to teach basic moral values and to ensure that the deposit of faith, given to us by Jesus Christ, is transmitted to our children in its entirety. These values can only be found and taught in our homes and in our Catholic Schools.

Our school, as a PLC School, engages in an ongoing process of evaluation, certification, and accreditation of both teachers and programs. Their accountability guarantees the continuation of our tradition of high education and Gospel values.

Our School is committed to the development of the whole student. Extra-curricular activities are regarded as an important part of the total learning experience. A variety of choices are offered to reflect the uniqueness of each student, to generate a healthy sense of competition, to create a spirit of cooperation, and to foster leadership and creativity; yet our school is different because it is truly "Catholic".

I thank all families and Staff for your continued support of St Patrick's School and around the Josephite charisms may we continue to provide a solid faith and education for the generations to come.

I thank Kathryn, and the School Advisory Council, for your part in helping to advance the educational mission of our School within our parish and of the entire Church, and for all the protocols that help make our School child safe.

Thank you to our Year 6 students for their leadership of our School in 2018, and I pray for Heath, Harrison and Nessa as they graduate from our School. The School has provided wonderful initiatives to encourage student involvement in many ways.

I thank Georgia for her caring, professional and organisational spirit and engaging with our students.

As we end another school year, I pray for God's blessing on our School, and for the blessings of a safe, blessed, happy and peace filled holidays and Christmas season. May all of us come closer to the Lord in our journey of Faith.

Fr Peter Hudson, Parish Priest and Canonical Administrator

## School Advisory Council/ Board Report

The following report is the Chairperson's report from the School Advisory Council Annual General Meeting Annual Report held on Wednesday 5 December 2018, 7:30pm. This is the Annual Report into the operation of St Patrick's School, Nhill for the 2018 school year.

2018 has been a busy year for everyone – whether it be our teachers going from classes to meetings to planning and professional development; or parents running kids to and from school to sport to home, getting homework done before tea, shower and bed, and repeating this day after day. I'm sure everyone has felt the same repetitive cycle week to week, however, it's hard to believe that we are now on the countdown to summer holidays.

Firstly, I would like to thank Kathy, our teachers and support staff who have worked tirelessly with the children this year encouraging them to achieve their absolute best. There have been plenty of highlights this year and our children have represented St Patrick's School well both in, and out, of town.

The SAC has raised approximately \$4,000 this year through our fundraising working group, plus the school recently received just over \$4,000 from the drumMUSTER program. A big thankyou to Melissa and Kimberley for joining me this year on this group. We had a very successful trivia night with our highest number of attendees so far and over \$1,000 in profit.

We were asked to provide sandwiches for the 'Wheels for Wirraway' event, however due to the weather and the lack of crowd on the day, we only made a small profit. A big thankyou to Mel and Kimberley, and their families, who helped make sandwiches on this day when a lot of people were away for the long weekend. The Father's Day Raffle was another huge success, raising over \$1,000, primarily due to a couple of shifts selling raffle tickets at IGA. The Nhill businesses were very generous with their donations this year, and we were very appreciative of their support.

Our final fundraiser for the year was the Luv-a-Duck 50<sup>th</sup> Birthday Celebration. We were asked to supply 350 coffee and cupcakes for this event, which was a great opportunity to incorporate our Social Justice project of "With One Bean" which is a company that supplies ethical and environmental specialty coffee from Timor-Leste.

The SAC has been looking at options to improve the school yard, and after years of having to repair the shade sales, we have decided to replace the current shade sales with a new structure from Carey Covers. All going well, this will be completed over the January holidays and be ready for the kids returning in Term 1 of 2019.

The other major role of the SAC is to review policies and recommend them to Father Peter for ratification. This has been a constant agenda item throughout the year with many hours of reading involved.

We say goodbye to three Year 6 students this year – Heath Braybrook, Nessa Dickinson and Harrison Trenery. We wish them all the best as they go on to Nhill College for Year 7, and we thank the Trenery family for joining us for the past three years. While it's the end of an era for these three, we look forward to welcoming six new Foundation students and their families for 2019.

I'd like to say a final thank you to all staff and SAC members for your hard work and commitment over the past twelve months. We are very lucky to have such great facilities at our school and, with continued dedication, we will strive to offer the greatest education opportunities to our students.



## Catholic School Culture

### Goals & Intended Outcomes

- Our students can make links between the Catholic faith and their lives when making decisions, reflecting on what's happened or has been learnt.
- Enhancing staff knowledge of Catholic faith and tradition so that they can understand and appreciate what makes a Catholic School different.

### Achievements

- We have had regular whole school masses, including for the start of the school year, Ash Wednesday, St Patrick's Day and Mission Month. These were led by Father Peter Hudson and he has endeavoured to say mass for our school, and the local parishioners, at least once each term.
- St Patrick's School travelled to Horsham for our Catholic Education Week Mass in May which combined all schools for which Father Peter is the Canonical Administrator: Ss Michael and John's Catholic School, Horsham; St Brigid's College, Horsham; Our Lady Help of Christians, Murtoa; and St Patrick's School, Nhill. After mass the students enjoyed a BBQ lunch cooked by St Brigid's College students and the opportunity to play with students from the other schools.
- We also joined all of these schools for a 'Gifting Mass' in June. At this mass students brought donations of non-perishable food and other personal items to be distributed by the Horsham Christian Emergency Food Centre to those families in our community who are unable to feed themselves. The generosity of our families for this cause was immeasurable.
- Families have also supported Catholic Mission through the Socktober parade in November, and Project Compassion, in the lead up to Easter. Our school acknowledges that many of our families don't have the capacity to donate very much but like the widow in Mark's gospel who donated 'all she had' we are very grateful for whatever our families can contribute.
- Students and their families also supported the education of Aboriginal and Torres Strait Islander children through a coin line for 'Close the Gap' and Australian farmers via the 'Fiver for a Farmer' Day organised by Nhill College SRC students. New this year was the call to buy 'slave free eggs' at Easter and 'WithOneBean' coffee, which is a local company who support subsistence coffee farmers in Timor-Leste to develop independence and a reasonable standard of living. These initiatives align well with our focus on Catholic Social Teaching, particularly our call to support the dignity of all people as well as the preferential option for the poor. While the impact of our call for justice for all people cannot be quantified, every small bit helps and we will continue to support these initiatives in the future.
- Students in the Senior class have continued to assist with the delivery of Meals on Wheels throughout the year. They have been very respectful of the recipients of the meals and they have developed an understanding of why we are called to assist those in need as we fulfil our role as disciples of Jesus.
- Religious Education this year has been taught by the classroom teachers for 30 minutes each day. Both teachers are accredited to teach RE.
- We have received regular support from our CEOB Religious Education Advisor who has worked with classroom teachers to increase their understanding of the new Awakenings curriculum. She was present via video conference many times during Term 4 as she has planned each unit with the teachers.
- The Religious Education Leader attended a number of professional learning days throughout the

year to increase her knowledge and understanding of the new Awakenings curriculum so that the appropriate support could be provided to teachers to successfully implement the new curriculum in classes. The new curriculum is designed to be more inclusive of the students in our school who are not Catholic or who don't have any faith background. While still based on scripture, the units are intended to have a local focus by paying homage to what occurs in each individual school.

- The REL also attended a presentation by Thomas Groome, an American theologian, who is the creator of 'Shared Christian Praxis' which is the pedagogical approach used in our RE classes. This day brought to life Thomas' belief that we can teach about God's presence through each child's personal experience of daily life, whether they have a belief in God or not.
- Daily prayer at the start and the end of each day is a feature of our timetable at St Patrick's School. Students are encouraged to be active participants by praying for their needs, or the needs of others, as well as setting out the prayer space and reading a prepared prayer or scripture reference.
- As part of our liturgical celebrations for the period of Lent and Easter our senior students created Lenten Promises which, when burnt, became the ashes for our Ash Wednesday Mass. Students also participated in a '40 Good Deeds for 40 Days of Lent' challenge. This involved students completing a bingo card which contained a variety of different deeds in an effort to raise awareness of the needs of others and how each individual can be a positive influence through simple acts of kindness.
- On the last day of Term 1 students were involved in an Easter liturgy where each class enacted one of the events leading up to Jesus' death on the cross. Parents and friends who attended this liturgy were impressed by the students' presentations.
- Gospel reflections are written each week and included in the newsletter. Every attempt is made to make this information relevant to our current context and the lives of our students and their families. Monday liturgies are also a feature of our weekly program and at this time students are asked to reflect on the previous Sunday's gospel and consider how they will enact the message from Jesus in their daily lives.

#### VALUE ADDED

- Students came to a deeper understanding of the need to engage in social justice activities, both in the local community and more broadly; for example 'Close the Gap', 'Meals on Wheels', Project Compassion and Mission Month.
- Students are developing a greater understanding of the gospel and the relevance of Jesus in their daily lives via Monday liturgies, school masses and their involvement in Religious Education lessons.

## Community Engagement

### Goals & Intended Outcomes

- To enhance the image of St Patrick's School within the broader Nhill Community.

### Achievements

- A great response from families to our start of year working bee to tidy up the grounds before the start of the school year.
- Many in our community have a greater understanding of our Child Safe Policy and procedures including Working with Children Checks and the need to commit to our Code of Conduct.
- Our School Advisory Council was particularly active this year especially in relation to fundraising and reviewing school policies before recommending them to Father Peter Hudson for ratification. Significant fundraising events included the St Patrick's Day quiz night, the Father's Day raffle and the Luv-a-Duck 50<sup>th</sup> birthday celebration. These events allowed all families to be involved in a positive way in our school and by being involved the fees that we set for our students are kept to a minimum.
- School events that drew the biggest parental involvement were again our Mother's Day High Tea and our Father's Day Breakfast. As a school community we were delighted to see so many mothers, grandmothers, fathers, grandfathers and those that fulfil those roles in our families at these occasions. The students love to have their families at school and to have such a great attendance at both these events is a testament to the families who are part of our school community.
- Members of the Nhill community have commented positively about the growing level of cooperation between St Patrick's School and Nhill College. While we have always been involved in an F-2 Fun Athletics Day, Winter Lightning Premierships and a combined Cross Country for students in Years 3-6, in the last couple of years we have joined forces for a Water Safety Program for all year levels as well as participating in a joint Athletics carnival for our senior students. It is important that we work with the other schools in our town to maximise the benefits for all children of Nhill and district. Regular principal meetings with the principals of Nhill College and Nhill Lutheran School is another way that we work cooperatively together so that all Nhill students benefit. The most obvious example of this is the organisation of kindergarten visits to each school before enrolments for the following year are accepted.
- In the broader community our school has had a presence at the ANZAC Day march, the grand parade at the Nhill Show, Walk to School during the month of October and the Lutheran Church Christmas Tree Exhibition. We continue to provide regular contributions to the local newspaper and our senior students again participated in the Lions Club Peace Poster competition. Our school also had a stall at the November Lions Club market where books were available for purchase.
- Students were also involved in the delivery of Meals on Wheels to members of the local community. After our first week of deliveries we received a phone call from the facilitator of the program who passed on the thanks of a recipient for the quiet and respectful way our students engaged with them.
- Nhill Lions Club again offered an 'In the Spirit of Lions' award for a student who had demonstrated a willingness to lend a hand for school projects, who embodies the Lions motto of 'Where there is a need there is a Lion' and who is perceptive to the needs of others and whose

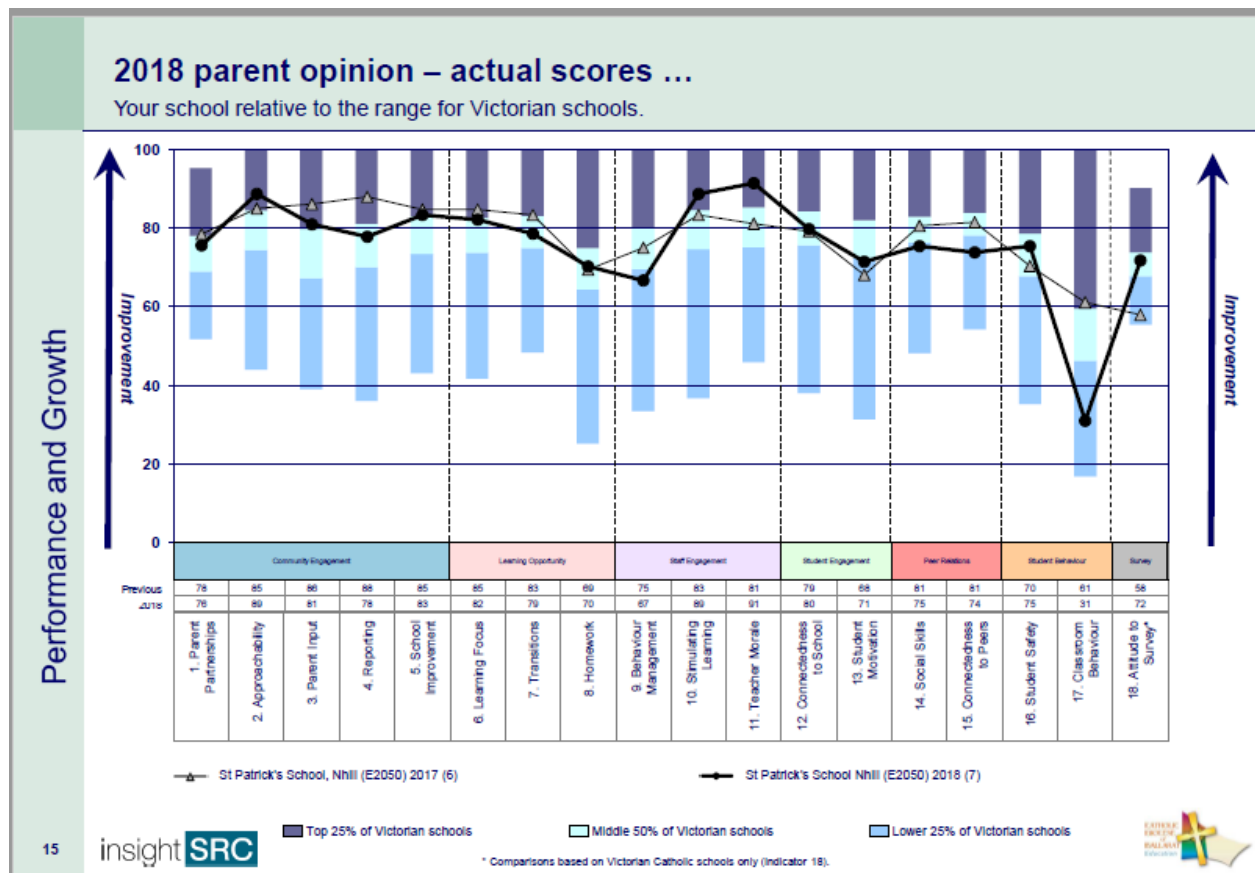
self-worth would be enhanced by the recognition gained from the award. We are very appreciative of the support offered by our local Lions Club.

- Members of the public were again invited to participate in our National Simultaneous Storytime and Biggest Morning Tea event which raised money for Cancer research.
- A footy tipping competition for members of the school and extended community was a great way to involve those who don't otherwise have a link to our school. As usual it created a lot of 'friendly' rivalry and was a wonderful talking point in and around school.
- Our local Supa IGA supermarket again donated a significant amount of money to our school. This donation was put towards the cost of updating our ICT resources.
- Three new concepts were introduced this year and two of them were initiated by students. A student in Year 3 suggested the idea of a pyjama casual dress day to raise money for children living in foster care. The students, and staff, embraced this idea and enjoyed a day dressed in their pyjamas. In Term 4 a student in Year 5 initiated a 'Waste Free (nude food) Wednesday as a way to reduce our waste and thus our environmental footprint. This concept proved challenging for some but the need for us to constantly think about our use of the earth's resources is important as we strive to care for God's world. Our third new initiative was our Recycled Art Project which we included as part of the Save the Children Fund Garden Walk. The students created art works by recycling household items after learning about recycling as part of their Term 4 Integrated Studies unit.
- Students enjoyed the Responsible Pet Ownership incursion which is a bi-annual event on our calendar.
- St Patrick's School is also involved in a number of fundraising activities throughout the year which aim to improve life outcomes for the poor, the marginalised and the disadvantaged. Cathy Freeman's 'Close the Gap' charity is an example of one such group that we support each year.
- Thank you to all School Advisory Council members who gave voluntarily of their time to make our school the wonderful place that it is. Your contributions including, but not limited to, fundraising, meetings, consultations with outside agencies and working bees, have been greatly appreciated. Your support for St Patrick's School is valued immensely.

## PARENT SATISFACTION

The following activities would strongly suggest there is a high level of satisfaction among parents in the operation of the school:

- Regular and productive School Advisory Council meetings.
- Great attendance at Social gatherings.
- Positive feedback regarding the student mid-year and end of year reports.
- Excellent attendance and engagement in parent teacher interviews.
- Willingness of parents to openly discuss issues with the staff.
- Outstanding contribution to school fundraising events.



## Leadership & Stewardship

### Goals & Intended Outcomes

- To provide the necessary support to staff so that they can work collaboratively to embed agreed pedagogies and practices that support students to be informed and independent learners.

### Achievements

- Participation in a number of Professional Development days, as well as meetings, relating to the role of Principal. The Diocese has continued to hold Diocesan Principal meetings to work towards achieving 'systemness' across the diocese so that all schools can benefit from each other and the support offered by the Ballarat Catholic Education Office.
- The employment of a Risk and Compliance Officer and the implementation of eSort which is a system designed to keep track of Occupational, Health and Safety and risk and compliance issues/data.
- Reviewing and updating our procedures and processes in relation to Child Safety. This area is continually assessed and monitored, and improvements made, so that we are equipped to deal appropriately with all matters relating to child safety.
- Conducting an audit of our playground and considering the recommendations of the report.
- The tendering of the gardening contract to a new contractor.
- Professional Learning days for teachers on the 'Fundamentals of Reading' which helped them develop a 'best-practice' model in relation to this area of the curriculum. The introduction of Initialit-F as the synthetic phonics program for teaching reading in Foundation was a resounding success and will be followed up in 2019 with the introduction of Initialit-1 for teaching the remaining blends and digraphs not covered in the Foundation course.
- Continued the work of Professional Learning Communities to enhance teacher capability in relation to collaborative working relationships. Continual development of curriculum documentation for English and Mathematics. The benefits are enormous as classroom teachers develop a thorough understanding of what the 'essential learning' is for each area of the curriculum year level by year level.
- Completion of Staff Annual Reviews and Professional Learning plans for teachers, and the provision of feedback to staff about their work within the school.
- A 'Mid-cycle' review of our School Improvement Plan was conducted which resulted in minor modifications to the priorities.
- Insight SRC surveys were undertaken in August. Parent data was very pleasing and we seem to be meeting expectations in relation to our families. Staff data showed a drop this year, compared to 2017 and 2015 and work was undertaken with a CEOB representative to determine how the school can improve its performance. The first priority was to determine the area of operation that would be addressed to provide the greatest return for effort, particularly in relation to student learning outcomes.
- We continue to be frustrated by our inability to source a company to provide ICT support for our school. CEOB have been unable to provide us with the support we require to maintain our devices and our systems in a timely manner.
- A significant change to our operations this year occurred in relation to the way we receive funding for students who have additional learning needs. Previously to receive funding for students who had additional learning needs they had to meet certain criteria and be assessed as having a disability under certain categories. This year we had to document the level of adjustment that we provided to students and then apply for funding for them in relation to our determination of their needs. This process was introduced by the Federal Government to better provide for student learning needs and is called the "Nationally Consistent Collection of Data" (NCCD). Funding is retrospective and is

received the year after the adjustments have been made. St Patrick's School is able to apply for greater levels of funding using this process for the students for whom we make daily adjustments but who don't fit the students with disability criteria that was previously used.

- We again employed Carole Wilkinson to work with our staff on student behaviour management. She provided excellent support to our graduate teachers so that they could embed appropriate strategies that allow them to concentrate on 'teaching' rather than controlling inappropriate behaviour.
- Staff continued to utilise the 'Zones of Regulation' and Resilience, Rights and Respectful Relationships material to teach social and emotional intelligence and appropriate behaviours. This is an important part of the Victorian curriculum and it is vital that we teach our students these skills.
- Many policies were discussed and updated including Grievance, Relationships and Sexuality Education, Digital Technology, eSmart, Learning and Teaching, Uniform, Privacy, Behaviour Management, Pastoral Care, Refund, School Fees, Student Anti-Bullying and Anti-Harassment, Social Media for Employees, Purchasing, Homework, Anaphylaxis Management, Camps and Excursions and Child Safety. Many policies are now being drafted by CEOB and we are modifying them to suit our context.
- Replacement of the shade sails over the playground during the summer period.
- The use of Video conferencing facilities for meetings, interviews, Chinese lessons and for accessing professional development activities.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2018

Learning Diversity Leaders  
 InitialLit  
 Fundamentals of Reading  
 Dan Petro Positive Behaviour Support  
 Beginning & Graduate Teacher program  
 Thomas Groome Workshop  
 First Aid and CPR  
 Professional Learning Communities  
 Specialist Behavioural Support  
 Religious Education Leaders  
 Diocesan Leaders Colloquium

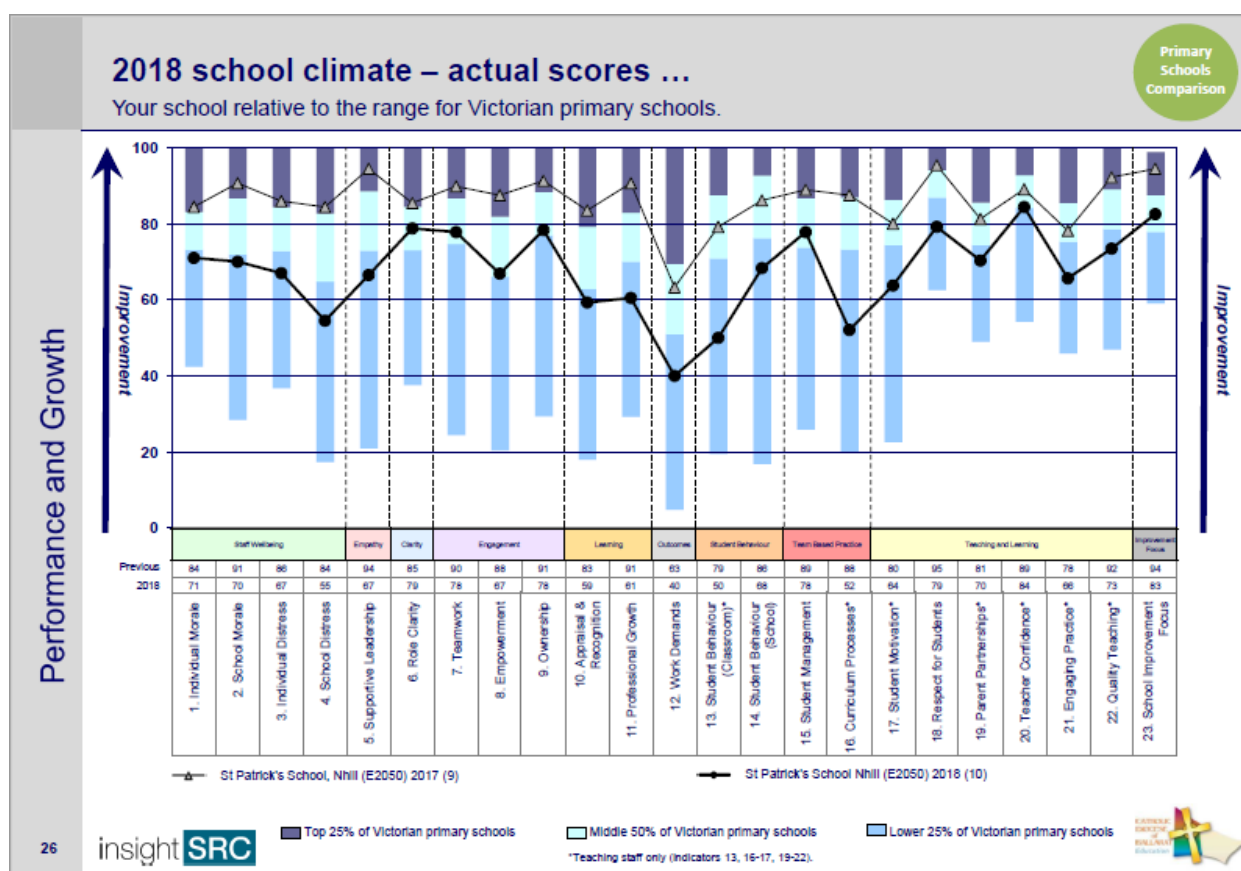
### NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

5

### AVERAGE EXPENDITURE PER TEACHER FOR PL

\$ 1535

## TEACHER SATISFACTION



## School Improvement Survey (Last Three Surveys) - Four Cultural Pillars (Ranking Scores)

Year	Empathy	Clarity	Learning	Engagement
2018	66.5%	78.8%	59.9%	74.3%
2015	96.4%	91.1%	92.1%	92.4%
2013	7.0%	15.4%	29.0%	54.4%
2012	95.1%	88.6%	86.7%	94.1%



## Learning & Teaching

### Goals & Intended Outcomes

- To improve students overall growth in all areas of the curriculum with a particular focus on the Reading strand of English.

### Achievements

- We began 2018 with 32 students. We had five Foundation students which meant that our enrolment was three more than in 2017.
- We started the year with two new teachers; but unfortunately one resigned her position midway through Term 2 and her teaching responsibilities were reassigned to the Principal and someone who was employed part-time.
- Four Learning Support Officers were employed to assist students with a variety of different learning needs.
- Classroom teachers attended three days of professional learning which focussed on the Fundamentals of Reading. Both graduates gained valuable understanding of what constitutes good practice in relation to teaching reading from these days and the learning was implemented into their daily classroom practice.
- CEOB Learning and Teaching Officer supported our graduate teachers at the beginning of the year by conducting some initial professional learning days. These days allowed new staff the opportunity to gain a greater appreciation of our school and our context before they began the year. This officer continued to provide 'in school' support to classroom teachers in Terms 1, 2 and 3 and her curriculum expertise was invaluable for our graduate teachers.
- New teachers were able to attend the Professional Learning Community overview day at the start of the year. Given that St Patrick's School continues to engage with Professional Learning Communities as a way to improve our student learning outcomes we were very fortunate to be able to provide this opportunity for new staff to begin their PLC journey.
- 2018 saw the introduction of InitialLit-F as the synthetic Phonics program used to teach our Foundation students to read. This program was researched and developed by Macquarie University and our students responded to it exceptionally well. 80% of our Foundation students were reading at, or above, the expected standard at the end of the year.
- Our four Learning Support Officers did a remarkable job supporting students who experience learning difficulties whether they be academic, social or emotional. Two LSOs were fulltime in the classrooms while the other two spent some time in classes and their remaining time implementing intervention programs.
- We continued to learn Chinese as our 'Language Other Than English'. We used 'My Chinese Teacher' who provided teachers from China via video conference to teach the Chinese language to our students for half an hour each week. Another half an hour of language practise and cultural activities were also provided in our weekly timetable.
- We again committed to the development of Individual Learning Plans (ILPs) for every student. These programs were formally reviewed each term, but were regularly updated by the classroom teacher to acknowledge significant milestones/achievements of students. These documents allow teachers to individualise programs for students by identifying their strengths and offering opportunities to extend learning beyond the age appropriate expectation, as well as building student's capability in areas where a weakness has been identified.
- Regular assessment of student's progress was conducted through formalised measures such as PAT tests (Vocabulary, Comprehension, Maths and Spelling), Running Records, Records of Oral Language,

Narrative Writing Samples, NAPLAN, as well as less formal measures such as Guided Reading groups and classroom observations.

- The use of data to individualise student learning programs was a significant focus throughout the year. The data was used, and will continue to be used, to address the broader challenges that are faced by a significant number of our students. The data is also being used to guide our intervention programs.
- Students again participated in an incursion with the Lutheran School. On this occasion the Lutheran School students came to our school for a performance of 'Boy' a play which explained how a war between a king and a dragon was tearing a land apart. 'Boy' runs into the middle of a fight. With a simple question he makes the king and the dragon wonder why they are fighting and helps them to see how they could be much happier. This was a fabulous incursion with a valuable lesson embedded.
- All students in Years 3-6 enjoyed their camp to Melbourne. The value of learning outside the classroom was really evident during these three days. Students were able to utilise their developing social and emotional skills to tackle some difficult and occasionally confronting personal challenges. The support and encouragement that the students offered each other was very gratifying to witness and they all enjoyed the variety of activities that were planned.
- Students from Foundation, Year 1 and Year 2 enjoyed their extended day which involved a trip to Brambuk in Halls Gap where they learnt about the creation of Gariwerd (Grampians) before creating their own boomerangs and trying some Aboriginal bush tucker. On the return trip the students enjoyed some time at the Horsham Aquatic Centre and eating pizza before arriving back in Nhill.
- Senior students were again involved in the Winter Lightning Premierships which involved a number of primary schools from the West Wimmera area, as well as the Cross Country which involved students from Nhill College and Nhill Lutheran School and a swimming carnival with Years 3-6 students from Nhill College. Junior students were again involved in an F-2 Athletics carnival at Nhill College which involved students from the other two Nhill primary schools.
- Staff at St Patrick's School have provided opportunities for parents to receive feedback about their child/ren's performance via 'Get to Know You' meetings and formal Parent/Teacher Interviews. End of semester reports are also provided to parents twice a year to formally acknowledge student achievements throughout the year.
- Early in 2018 we achieved accreditation status as an eSmart school. We will continue to work within this framework so that our students understand how to work safely in online environments.
- Teachers have used Matific and Literacy Planet as online tools to enhance mathematical and literacy concepts. Students have enjoyed these platforms to further enhance their learning.
- A termly 'challenge' was organised to provide students an opportunity to improve various elements of their learning not normally covered in the classroom. In Term 1 the focus was '40 good deeds for 40 days of Lent', while in Term 2 it was a Reading Challenge and in Term 3 the focus was on activity levels with each student being provided with a pedometer to record their daily steps. Taking the learning from the classroom into the broader community and the student's personal lives makes the learning more relevant and ultimately more successful. Other activities were organised for Book Week, National Simultaneous Story Time and Cancer Research.

## STUDENT LEARNING OUTCOMES

Students in Years 3 and 5 completed NAPLAN tests during 2018 (6 students in Year 3 and 4 students in Year 5).

Where a cohort of students sitting National tests is ten or less, we are not able to share the data as it would breach the privacy of their results. Where there are small cohorts of students, the examination of percentages alone can lead to quite a misleading interpretation, as the performance of just one or

two individuals can impact significantly on overall percentages. However, individual results have been analysed by staff, along with other data collected, and have been used to make informed decisions about individual educational plans for students for 2019.

Student learning outcomes have been reasonably consistent over the last three years.

## Wellbeing

### Goals & Intended Outcomes

- To enhance and strengthen relationships across the school and to operate in a pro-active manner in relation to the wellbeing of all members of our school community.

### Achievements

- This year we introduced 'Student of the Week' as a way to acknowledge each of the students in our school. Student profiles have been a regular feature in our weekly newsletters.
- Students who read 30 books at home are presented with a certificate which acknowledges this effort. Some students from the Junior class read more than 120 books throughout the year which was a fantastic effort.
- Students (and staff) write 'Gotchas' when they observe someone doing a good deed or going above the normally expected behaviour. Recognition is then provided in the weekly newsletter.
- Regular attendance is a vital part of learning. Students who do not attend school regularly, or who get to school late, miss essential elements of their learning. Students who attend 95+% of the time received certificates acknowledging their commitment (and that of their parents) to their education.
- This year staff undertook Professional Learning about Resilience, Rights and Respectful Relationships. We used this learning, in conjunction with the Zones of Regulation, as the basis for our Social and Emotional Intelligence teaching and learning. Often this area of the curriculum receives minimal explicit teaching but given the needs of many of our students it is important that we continue to highlight, and teach to, this area of the curriculum.
- Early in Term 1 Carole Wilkinson worked with students and teachers in relation to successful behaviour management strategies. We have achieved excellent results in relation to the use of Carole's strategies and we will be looking to reemploy her at the start of 2019.
- Students have been involved in a number of school organised challenges, as well as a variety of extracurricular activities facilitated by Hindmarsh Shire Council and other organisations. Active April, Walk to School October, Reading Challenge, Activity Challenge and lunchtime games organised by Wimmera Regional Sports Assembly are among a few of the extra-curricular events that our students were able to participate in.
- Students were also able to participate in golf and hockey clinics this year which were organised in conjunction with Golf Victoria and Hockey Victoria.
- Individual Learning Plans (ILPs) for each student were again a feature of St Patrick's School in 2018. Teachers discussed the strengths and weaknesses of each student before formulating a learning plan designed to optimise strengths and help improve areas of weakness. These ILPs were reviewed each term and new goals were set when previous targets were achieved. Individual Learning Plans are used to individualise a student's learning and, as a result, build their self-esteem and confidence as they develop skills in the specific learning areas where they require support.
- Each term students have an 'out of uniform' day to acknowledge either a fundraising effort or a significant event being organised by the school. At the end of Term 3 students were invited to dress in the national dress of another country to help celebrate our "Cultural Day", while in Term 4 students were invited to dress as a farmer when we joined with students from Nhill College and Nhill Lutheran School for the 'Fiver for a Farmer' fundraiser. In Term 3 students were also able to wear their pyjamas to school to raise awareness, and funds, for children in foster care. This idea was proposed by a student in Year Three and was warmly received by the entire school community.
- This year our three Year 6 students were presented with badges acknowledging their place as the senior students in the school. They were encouraged to take on a leadership role and seek out the opinions of

their peers on a range of issues. In Term 1 the Year 6 students organised a 'hot dog' day to celebrate the end of the term.

- Our Child Safe Policy, and related procedures, were again updated to ensure that we are meeting current legislative requirements in relation to Ministerial Order No. 870. At the start of each day any student absences that have not been acknowledged by a parent must be followed up by 10am to ensure that student whereabouts are known. We now ring or text parents about unexplained student absences as soon as they are relayed to the office.
- Catholic Education Office of Ballarat staff, including a psychologist and speech pathologist, have provided support to St Patrick's School students for assessments and speech intervention.
- West Wimmera Health Service again provided the opportunity for students to have a free dental check and the school nurse visited in Term 4 to undertake the voluntary health check of our Foundation students.
- A parent was able to adapt old bench shelters from the local sporting facility to utilise as a bike/scooter shelter for our students. This was well received by those students who regularly ride or scoot to school.
- Two awards were a feature of our end of year mass. Both awards acknowledged student achievement in a variety of forums not just academic success. The 'Above and Beyond' award is a school award provided to one or two students who continually go 'above and beyond' the expected standard for their age/stage of development. The Nhill Lions Club also provided an 'In the Spirit of Lions' award for a student (or students) who demonstrate the traits of service in their lives at school.
- Martin Tennant from Safesmart Solutions has continued to be involved in the provision of Occupational Health and Safety advice for our school.
- Students again acknowledged their mothers and fathers during our Mother's Day High Tea and our Father's Day breakfast. Both events were extremely well attended by parents, grandparents, aunts/uncles, and those who are like mothers and fathers to our students.
- We gained accreditation as an eSmart school early in the year.
- Use of restorative practices as the behaviour management approach when behaviour issues arose.

## VALUE ADDED

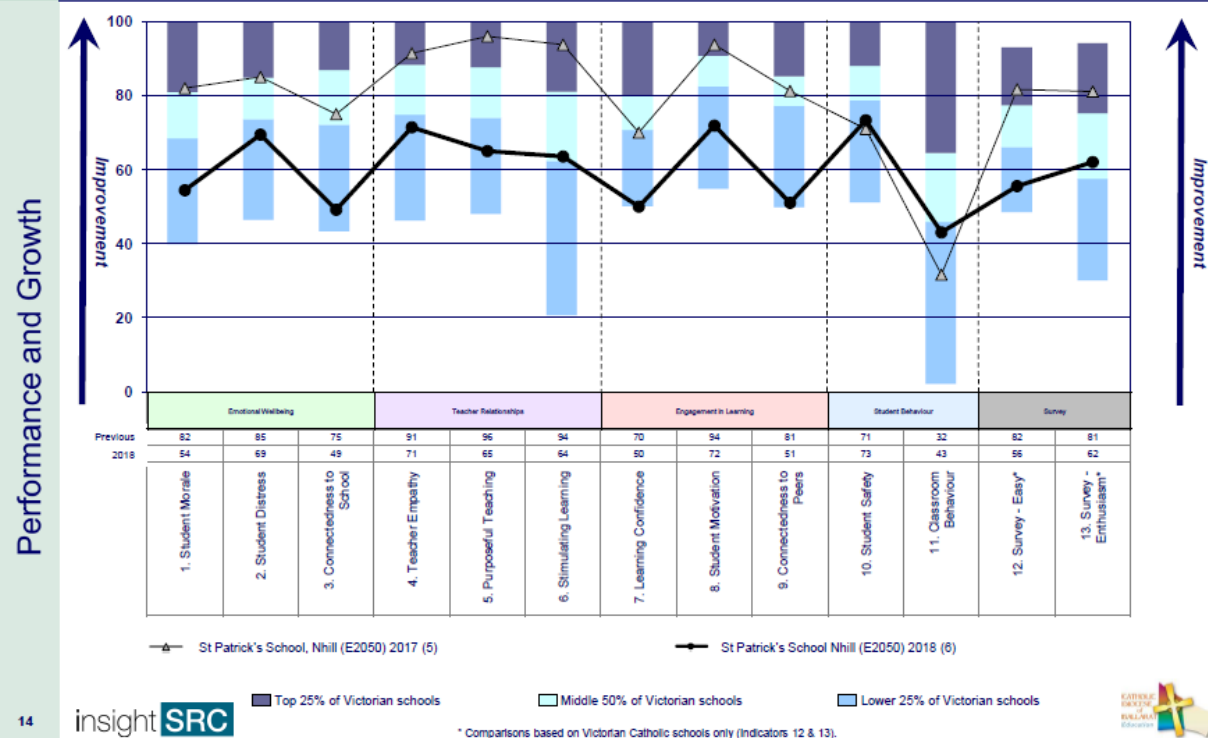
In 2018, the school undertook the following activities to bring about overall school improvement in relation to Wellbeing:

- Development and Review of School Policy Documents.
- Involvement in School Sports Carnivals.
- Continued with Literacy and Numeracy Intervention programs
- Regular school newsletters and newspaper reports for the local paper, with a focus on student achievements.
- Continuation of the 'Above and Beyond' award to promote student achievement in all areas of development, not just academic.
- Continued to develop the 1:1 iPad Program.
- Staff participation in professional learning programs and activities.
- Parent, Student and Teacher Interviews.
- Parent involvement in school activities.
- Involvement in the local schools cluster (Government, Independent and Catholic).
- Preparation and distribution of student progress reports.
- Participation in school camps and excursions.

## STUDENT SATISFACTION

## 2018 student experience – actual scores ...

Your school relative to the range for Victorian schools.



## STUDENT ATTENDANCE

## Attendance

Attendance records are kept for all students, with attendance being checked and marked twice daily. Prolonged absences are reported to the Principal who follows up via phone call to ascertain the reason for the absence. Formal letters are written when the problem is unresolved after a phone call has been made.

Average Student Attendance Rate by Year Level		%
Year 1		93.5
Year 2		81.9
Year 3		92.0
Year 4		95.9
Year 5		93.2
Year 6		95.4
Overall average attendance		92.0

## Non –Attendance

Parents are encouraged to notify the school in advance of any absence, where practicable. Where there is any doubt about the whereabouts of a student, prompt communication occurs with the parents/guardians before 10am on the day of the absence to ascertain the student's whereabouts.

Parents of absent students are required to provide a written note, detailing the reason/s for absence, on their child's return to school, if this has not been attended to previously. If this does not occur an Absence Note reminder is sent home by the Principal, requesting a written explanation from parents. Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular, any students who do not provide written notes adequately explaining absences, or whose absences appear unwarranted.

The Principal will, after consulting with the class teacher, attendance records and the student and their parent/guardian, decide upon a strategy to be employed. As truancy is often indicative of other problems including school engagement and family issues, the support strategies employed by the Principal will be determined on a case-by-case basis. However, they may include:

- Initial telephone contact with parents
- Counselling sessions for parents and/or students
- Home visits
- Formation of a support group
- School attendance as a prerequisite to extra-curricular activities
- Attendance rewards

Ongoing truancy issues will be reported by the Principal to the appropriate welfare and government agencies.

## Child Safe Standards

### Goals and Intended Outcomes

- St Patrick's School continues to hold the care, safety and wellbeing of students as a central and fundamental responsibility of our school. Our commitment is drawn from an inherent belief in the teaching and the mission of the gospel. St Patrick's School acknowledges that creating a child-safe environment is a dynamic process that involves active participation and a shared responsibility from all within the school community.
- Throughout 2018, 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 have obligations regarding the protection and reporting of allegations or disclosures of abuse.

### The embedding of policies and commitments into everyday practice

- Child Safety Standards remain a regular agenda item at Staff 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 students' management, duty of care, and reporting requirements.
- St Patrick's School ensures risk assessments are conducted for all activities in which students are involved.
- The Principal has been appointed as the Child Safe Officer of the school.
- All documentation regarding the Child Safe Standards was uploaded to the school's website.

### Training of teachers, non-teaching staff and volunteers

- All teaching and nonteaching staff members participate in annual Child Safety Standards 'refresher training' and are required to read and sign the school's Safeguarding Children and Young People Code of Conduct.
- Volunteers are required to read and sign the school's Safeguarding Children and Young People Code of Conduct and sign into the school every time they enter the school site.
- Staff members have completed the Victorian Department of Education and Training on-line Mandatory Reporting module.
- All staff undertook training in the Reportable Conduct Scheme.
- Key staff were involved in Resilience, Rights and Respectful Relationships Training.
- All staff at St Patrick's School have undertaken training in recognising suspected child abuse and the process involved when reporting suspected child abuse.

### The participation and empowerment of students

- Providing students with a voice is critical in ensuring their wellbeing and safety. Education about healthy and respectful relationships and the development of resilience through participation in programs including 'Resilience, Rights and Respectful Relationships' and 'Bounce Back' played a fundamental role in achieving this outcome.



## Consultation with the community

- St Patrick's School continues to actively engage the school community in all aspects of Child Safety via our practices and procedures.
- The school's Child Safety Policy and related procedures are communicated to new members of the school community at enrolment, with ongoing briefings facilitated via parent information nights, the school newsletter and website.

## Human Resource Practices

- St Patrick's School continues to implement robust Human Resource practices to ensure the suitability of any staff member or volunteer permitted to participate in 'Child Connected Work'.
- To achieve this the school implements rigorous screening processes which have a child safety focus and include:
  - Position advertisements
  - Position descriptions
  - Referee Checks
  - Key Performance Indicators have a Child Safety focus
  - Victorian Institute of Teaching Registration (VIT)
  - Working With Children Checks and National Criminal Record Checks
  - Screening of Casual Relief Teachers, Contractors and Volunteers.

St Patrick's School remains committed to ensuring the wellbeing and safety of all students under its care by actively implementing, reviewing and improving its child safety strategy.

## Future Directions

### Student Learning:

In 2019 our major focus will continue to be student learning. Our data continues to indicate that many of our students require extra support with Reading and Writing, and Mathematics. Staff will continue to undertake professional development in relation to Professional Learning Communities where the focus will be on improving student outcomes in Writing and Mathematics while maintaining and improving recent growth in Reading. We will continue to put into practice our Reading strategies that have been learnt and developed over recent years. With new teaching staff next year we will need to induct them into our collaborative PLC culture, while maintaining our momentum so that student learning outcomes continue to improve. Our belief that all students can learn and be successful is paramount to the way we work at St Patrick's School. Some students require more support than others while others require more time or repetition of concepts to embed them, but our goal is to ensure that our approach to teaching caters for the individual needs of all the students in our school. Professional Learning Communities are student centred, ensuring high levels of learning for all. Educators collaborate in planning and ownership is taken for all students in the school, not just the students in a particular class. We ensure equity for all so that all students leave St Patrick's School with the essential knowledge and skills that are required for success beyond our school.

### Individualised Learning Programs:

All students will continue to have Individual Learning Plans in 2019. No two students learn in exactly the same way or have the same learning needs so it is important to consider each child's strengths and weaknesses when planning their learning. Our teachers will work to strengthen and extend each student's strengths, while working with them to provide support and scaffolding to build capability in areas where they are vulnerable. One of the benefits of having an Individual Learning Plan for each student is the ability to involve them in setting goals for themselves in identified areas of need.

### Documentation and Staff Learning:

As a Professional Learning Community we are continually reviewing and improving our curriculum documentation so that it reflects our learning from the student's data and our pedagogical practices and what works best for our students. Next year staff will attend Professional Learning days associated with the Writing curriculum. We will move towards integrating learning cycles into Reading, Writing and Mathematics so that we are regularly monitoring student progress against the essential learnings in a systematic and systemic way.

Naturally other documentation including general policies and compliance/risk management policies and procedures continue to be a focus of our daily work. As natural drivers of our daily operations it is vital that this work is done, and done well, and that staff have a good understanding of these and how they influence our work.

### Chinese:

Our students will continue to undertake Chinese as their second language in 2019. The current model of providing a program via My Chinese Teacher is working well and the students are engaged in these lessons. Without this approach it is unlikely that we would be able to teach a language at St Patrick's School.

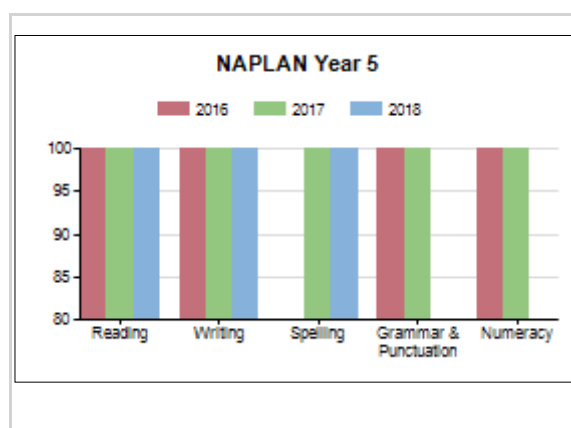
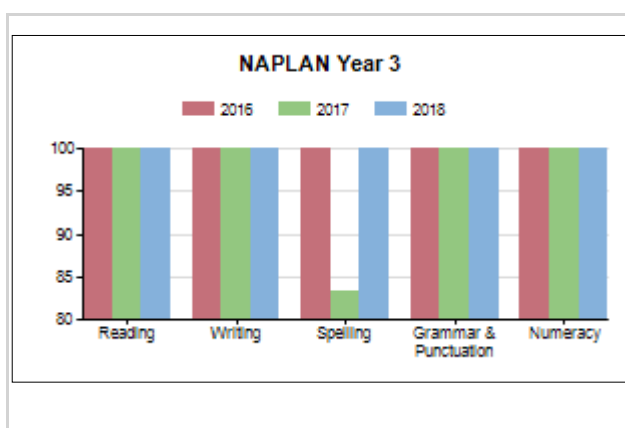
## School Performance Data Summary

E2050

St Patrick's School, Nhill

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	83.3	-16.7	100.0	16.7
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	100.0	0.0	75.0	-25.0
YR 05 Numeracy	100.0	100.0	0.0	75.0	-25.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	50.0	100.0	50.0	100.0	0.0
YR 05 Writing	100.0	100.0	0.0	100.0	0.0



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	93.5
Y02	81.9
Y03	92.0
Y04	95.9
Y05	93.2
Y06	95.4
Overall average attendance	92.0

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	79.1%

STAFF RETENTION RATE	
Staff Retention Rate	50.0%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	0.0%
Graduate	0.0%
Graduate Certificate	50.0%
Bachelor Degree	100.0%
Advanced Diploma	0.0%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	1
Teaching Staff (Headcount)	6
Teaching Staff (FTE)	5.4
Non-Teaching Staff (Headcount)	8
Non-Teaching Staff (FTE)	5.1
Indigenous Teaching Staff (Headcount)	0

**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](http://www.acnc.gov.au)