



ST PATRICK'S
PARISH PRIMARY SCHOOL



MELBOURNE
ARCHDIOCESE
CATHOLIC SCHOOLS

St Patrick's School Lilydale

2021 Annual Report to the School Community



Registered School Number: 567

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Minimum Standards Attestation

I, Geoff Klep, 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 2021 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards prescribed in Ministerial Order No.870 - Child Safe Standards, Managing Risk of Child Abuse in Schools.

05/04/2022

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

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

Our School Vision

With Christ before us;

Aspiring to reach our full potential.

With Christ beside us;

Encouraging a community of respect.

With Christ behind us;

Celebrating our achievements.

School Overview

St. Patrick's is a key part of the wider Parish community of the Lilydale Parish. Located in Melbourne's outer east, the school has a strong history harking back to its establishment in 1864. The present school is conveniently located adjacent to the parish church and the presbytery. The buildings underwent their last major update in 2011 through the BER (Building Education Revolution) grant and the National School's Project grant. The 2021 enrolment of 246 students is divided into eleven class groups. There are : 2 x Prep, 3 x 1/2, 3 x 3/4, 3 x 5/6.

The students live in Lilydale and the surrounding areas, inclusive of Coldstream, Gruyere, Castella and Yering. Fifty two percent of the school population is Catholic and the retention rate is 97.5%. (More students have graduated than have enrolled at the school!)

The staff group consists of 13 full-time staff, 14 part-time staff, inclusive of 6 Learning Support Officers, 1 Library Technician and 2 office personnel. The part-time staff includes an Italian, Art, STEM and P.E. teacher as well as our Library technician. The six Learning Support Officers work with over thirty children with identified learning difficulties. Funding is received to support these children via NCCD and the school supplements this from its own budget to increase the number of students receiving support. In addition to the Principal and Deputy Principal staff leadership positions are inclusive of Religious Education, Mathematics, Literacy, Student Wellbeing, Learning & Teaching, Learning Diversity and eLearning.

A wide variety of extra-curricula opportunities are available to our students and include whole school wellbeing initiatives such as Bounce Back, Respectful Relationships, Buddy Programs, Peaceful Kids, Choir, senior student leadership positions and the Student Representative Council. Interschool sport representation in swimming, athletics, netball, cross country, tennis and basketball enhance the P-6 PE program and are supported by regular Round Robin competitions with other schools in the district.

The parents are actively involved in the life of the school through the School Advisory Team and the Parents & Friends Association. The P&F includes an environmental sub-committee, Greenworks/Working Bees, which has adopted a conservation approach to the maintenance and development of the grounds. Working bees for parents occur each term which are generally well attended. In terms 1 and 4, these working bees are held after school on a Friday, Term 2&3 are Saturday functions and all include a barbecue upon conclusion. The P&F also support services to the school community in the form of the Uniform Shop and Tuckshop. This compliments the social and fundraising efforts of this valuable group of parent volunteers. Parents are also the key providers of services that allow for the smooth running of the St. Patrick's Netball and Basketball Clubs. Parent volunteers attend the school weekly to run the Gardening Club, allowing interested students to get their hands dirty planting, maintaining and harvesting their own produce. Parental involvement in many elements of school life was limited during 2021 due to the impact of lockdowns and ongoing restrictions as a result of the covid-19 pandemic.

2021 was another very different year to normal with COVID-19 having a continued significant impact upon the usual operations of all aspects of the school.

Principal's Report

2021 saw the teaching staff embark upon the next year of implementation of the School Improvement Plan that had been developed in 2018 to address the identified needs for the short and mid term future.

KEY PRIORITY 1: PEDAGOGIES FOR GROWTH

GOAL: To embed whole school, consistent, evidence-based pedagogies centred on improvement for all students

KEY PRIORITY 2: DATA LITERACIES

GOAL: To embed effective whole of school analysis and use of data to identify student needs and monitor growth in order to improve student outcomes

KEY PRIORITY 3: AGILE PARTNERSHIPS

GOAL: To collaborate with parents and the wider community to improve student outcomes

Whilst our expectations for a productive year were high, the ongoing impact of the COVID-19 pandemic across the globe had a significant impact on the entire operations of every aspect of the school.

Two key initiatives were resourced for ongoing work from 2020, these being The Learning Collaborative & The Intervention Framework. Esteemed international educator Lynn Sharratt had been engaged by Catholic Education Melbourne (CEM) to help deliver an evidenced based approach to whole school improvement. St. Patrick's continued to work with Intake Two of the Learning Collaborative initiative and during the course of the year the nominated steering team participated in online sessions of professional learning with a small number of like schools in the Eastern Region. The steering team passed on their learnings to the staff during a range of meetings, inclusive of online and onsite professional learning. Another leading team was concurrently involved in continuing the work of The Intervention Framework, which was delivered to staff via online and onsite professional learning at regular staff meetings. Both of these involvements were consolidated with classroom practice and support documentation and will continue to be given due energy in the 2022 school year.

The school remains committed to the process of surveying students, parents and staff to inform its' Annual Action Plan. Whilst we did utilise the new data gathering tool, MACSIS, the response from our parent community was not as high as it would normally be in a year that was not covid impacted.

2021 was very significant in that the governance of the school changed from our local parish priest to Melbourne Archdiocese Catholic Schools (MACS). This change impacted a wide range of administrative actions inclusive of banking, policy and procedure. The ongoing nature of this change was most felt in the school office area as new requirements had to be implemented to match the new governance structure. Fortunately, Fr Francis remains involved with the school as our main faith and spiritual leaders, supporting us with the teaching of sacraments and the

faith development of our students. Hand in hand with the move to MACS was the change of the office Synergetic administration software package across to a product called ICON (Integrated Catholic Online Network). This change required significant training for our Administration Officer, Karon Whitfield, and meant that we were without some of our systems for up to four weeks as the changeover was made by ICON staff. The change has not been a smooth one and has caused significant frustration at times, hampering the highly competent performance that Karon always exhibits. Support for both ICON and Karon has been in the form of a Business Manager, Daniel Nugent. Assigned by MACS, Daniel attended onsite fortnightly to assist in the changeover to ICON and the general financial operations of the school.

The school calendar in 2021 was very limited due to coronavirus, yet we still were able to include educational and community activities such as :-

- Mother's Day stall
- Junior school twilight Family Welcome BBQ
- Parent/teacher chats (February) and interviews (June)
- St. Patrick's Day celebrations
- Open Day tours
- Prep 100 Days of School
- Schools Tree Day
- Footy Day (online)
- Sacramental celebrations of Reconciliation, First Eucharist and Confirmation
- Anzac Day wreath laying at Lilydale Cenotaph
- School Camps - Yr. 5/6 at Beechworth, Yr. 3/4 at Sovereign Hill
- Fundraisers such as Caritas

There were a few staffing changes that occurred in 2021 with Miss Rhian Pospischil and Ms Jacinta Tillack joining the staff as full time classroom teachers. Miss Ella Delgorge and Miss Estephania Rodrigues added to our team of dedicated Learning Support Officers, allowing additional classroom support for students with extra needs. Mrs Kristie Fox was employed one day each week on Tuesdays offering invaluable support in the school office. These people join a highly dedicated and professional group who work collaboratively in teams and value the opportunity to improve their own skills, knowledge and performance. They are committed to providing the best for the students in their care and regularly go 'above and beyond' to enable the learning experiences of their students to be the best on offer.

In 2021 we had 35 new Preps commence their educational journey at St. Patrick's which was 2 more than the 2020 intake. 13 of these Preps were new families. One student departed during the course of the year to give us a census figure of 236 which was slightly less than the 242 in 2020.

I would like to acknowledge the work of the school Leadership Team for their ongoing leadership, commitment and outstanding contributions towards the ongoing process of school improvement:

- Deputy Principal, Learning & Teaching Leader - Beth Johnson
- Religious Education Leader & Learning Diversity Leader - Belinda Synan

- Literacy Leader - Josie Papaluca-Witte
- Numeracy Leader - Sue Walker
- Student Wellbeing Leader - Sarah Graves

This is particularly so in the highly challenging year that 2021 proved to be.

Our building program finally took shape in 2021 with an Australian Government grant being approved for renovations and improvements to what were the junior school classrooms and central courtyard. LAW Architects were confirmed to direct the project and eventually, after a comprehensive tender process, Stokes Rosseau were appointed as the builders. Whilst the builders did not come onsite until December, much planning had been undertaken over the second half of the year to set the project up for success. We look forward to the project being completed in Term 3 2022 and the entire community being able to benefit from the new flexible learning spaces and improved use of the playing areas.

Lastly, I'd like to acknowledge all the members of our community who responded so positively to the many hurdles that were once again placed in our path due to COVID-19. What was initially planned for 2021 did not turn out exactly as anticipated, yet was as good as could be hoped for given the circumstances that we were all in. To the families who had to juggle work and home commitments whilst also providing an environment and support for remote learning, to our fantastic staff who demonstrated amazing flexibility and adaptability in meeting the needs of our students, to our leaders and support staff who found creative and innovative ways to respond to the many challenges, to our admin team whose roll as communicators became more important than ever, to our parish support staff, particularly Fr. Francis Denton, and finally to our students, the majority of who tried their best in a range of extenuating circumstances, managing to achieve high quality learning outcomes. This is greatly appreciated and makes St Patrick's a wonderful community filled with learning, laughter and life.

Parish Priest's Report

Dear Parents, Staff and Friends,

Just when we thought we were over the worst of things with the annus horribilis of 2020, we then had the follow-up roller-coaster ride of 2021! For many in our school community it was another year of set-backs, frustrations and, alas, more zoom meetings. In spite of these challenges the year 2021 also demonstrated the strength and resilience of our community.

The year got off to a seemingly normal start. The grade three students prepared for their first Reconciliation in Term One and were able to make this sacrament at an evening ceremony on 22nd April. We were grateful to have Fr Michael Corriveau from St Mary's, Mt Evelyn, assist with hearing the confessions. In Term Two the grade four students prepared to make their first Holy Communion and were due to celebrate this with a specially designated Mass on 6th June, the Feast of Corpus Christi - namely, the Feast of the 'Body and Blood and Christ'. Unfortunately, Victoria's lock-down number 4 intervened. With two subsequent extended lockdowns much of the planning for the rest of the year went out the window. Once Victoria emerged from its long hibernation with a world record breaking lockdown we were able to reschedule First Holy Communions with two back-to-back Masses on the afternoon of Sunday 7th November.

We also succeeded in rescheduling the Sacrament of Confirmation which was held in the Parish Community Centre on Friday 19th November to accommodate the largest possible number of guests. Unfortunately, on the day of the Confirmations a number of students were required to self-isolate and therefore missed the Confirmation ceremony. We were able to schedule a smaller-scale Mass on Friday 3rd December to accommodate those students who had missed out. I am deeply grateful to Bishop Les Tomlinson (retired bishop of Sandhurst Diocese) for his flexibility and generous availability for these two Masses ensuring that all the grade 6 students at St Patrick's had the opportunity to make their sacrament of Confirmation.

Reflecting back over the year, perhaps 2021 showed us the importance of building up resilient communities, who can calmly ride the wave of turbulent events. There were many aspects of the government-directed response to the pandemic that were completely out of our control. Yet there were still a significant number of things that will always be within our control - particularly in terms of how we choose to treat and care for those around us. Many would be familiar with the popular prayer: "Lord, grant me the serenity to accept the things I cannot change, the courage to change the things I cannot accept, and the wisdom to know the difference." This prayer seems to strike the right balance between, on the one hand, prompting us to assume responsibility for those things within our control, whilst on the other hand humbling accepting when matters are outside our control.

I think St Patrick's Primary School staff, students and parents are to be commended for their handling of these challenging times, and being able to maintain a spirit of compassion, patience and charity. 2021 was also a time of transition from the point of view of RE leadership. At the end of 2021 Mrs Belinda Synan finished up in her capacity as Religious Education Leader after 7 years in the role. I am very grateful for all the hard work and attention to detail that Mrs Synan put

into her work as REL. We've been no less blessed to have Mr Ben Thorn step up to take over the role of REL for 2022.

One can hope that the lockdowns are now finally behind us, and we can forge ahead as a community of faith united in the Lord Jesus Christ, to build on past gains and deepen our commitment to living His Gospel. In a world of change and uncertainty we might recall the words of Christ: "I have told you these things so that in Me you may have peace. In the world you will have tribulation. But take courage; I have overcome the world!" (John 16:33).

Please feel free to make yourself known or should you have any queries to make contact via the parish office. If I haven't already, I look forward to meeting you soon!

Yours in Christ,

Fr Francis Denton

School Advisory Council Report

In 2021 the School Advisory Council (SAC) was impacted for a second consecutive year by the Corona Virus Pandemic. Social Distancing Restrictions which meant that the Council was limited to three 'in-person' meetings (of a possible seven) for the year.

During the available meeting time the Council was focused on completing the implementation of the Melbourne Archdiocese Catholic Schools (MACS) Terms of Reference for the School Advisory Council (formally School Advisory Team). This exercise consumed a large amount of meeting time as it was identified as being a compulsory policy to be ratified before the end of 2021.

The restricted opportunities to meet throughout 2021 and the requirement for the new governance structure to be finalised, resulted in no other policies being reviewed in 2021. In 2022 a large number of policies will still need to be reviewed or implemented in line with the new guidelines established by MACS.

Throughout 2021 the composition of the Council remained largely unchanged. Mark Westwood accepted a Principalship at another school and was replaced by Beth Johnson as Deputy Principal of St. Patrick's Primary School who assumed Mark's position on the Council. At the end of 2021 Denise Rautman resigned her membership and Office Bearer position of Secretary on the Council as her child graduated grade six.

We would like to take this opportunity to thank both Mark and Denise for their service and dedication to the Council.

The St. Patrick's Primary SAC consists of the Parish Priest, Principal, Deputy Principal and a small number of parents whose children are represented at all levels of the school. Its current members are: Geoff Klep (Principal - ex officio), Fr Frances Denton (Parish Priest - ex officio), Beth Johnson (Deputy Principal), Cameron Faulkner (Chairperson), David Wynn (Secretary), Arun Marappan, Lana Woods, Catherine Dunn and Natalie Salamone.

In 2022, the focus of the School Advisory Council will be to:

- Build the connections between parents within the school and raise the profile of the school within the local and wider community
- Provide constructive feedback to new and existing policies being reviewed to ensure they are consistent with community values
- Support the school's leadership team in decision making processes

Given the uncertainty of the past two years and the current challenges of implementing multiple new policies, it is vital that the School Advisory Council continues to be an objective conduit between the parents and the school's leaders. SAC meetings provide a valuable forum that fosters support and constructive dialogue in the pursuit of continual improvement for the St. Patrick's Primary School Community.

We look forward to contributing to the overall success of the school for 2022 and many years to come.

Cameron Faulkner

on behalf of the St. Patrick's Primary School Advisory Council

Education in Faith

Goals & Intended Outcomes

Key Priority 1: Pedagogies for Growth

Goal:

- To embed whole school, consistent, evidence-based pedagogies centred on improvement for all students

Intended Outcomes:

- That core learning priorities are clear, documented and shared across the school

Target:

- A shared vision is developed and documented.
- A plan of core learning priorities has been developed and documented.

Action:

- Develop a whole school understanding and delivery of evidence based, best practice teaching and learning
- Develop an agreed understanding of differentiation

Key Priority 3: Agile Partnerships

Goal:

- To collaborate with parents and the wider community to improve student outcomes

Intended Outcomes:

- That school and parish will work together to deepen and celebrate our faith

Target:

- Partnership Data (Learning First SIS 2019)

Action:

- Investigate parish wide Religious Education meetings

Achievements

During 2021 students and their families were encouraged to support Caritas Australia's Lenten campaign by donating money. The students were led by the Social Justice Student Action Team which was made up of four Grade 5/6 students who are mentored by school staff.

A whole school liturgy marking the significant events of Holy Week were planned for the final week of Term 1. For these liturgies, each Year level was assigned one significant Holy Week event which they planned and prepared a liturgy for. The liturgy was led by students in the Year level in our School Hall where we all gathered together as a faith community.

Covid had a significant impact upon the student's opportunity to attend weekday parish masses and weekend masses.

Sacraments were again able to be celebrated, although there were covid restrictions on the number of guests that were able to attend. Students in Grade 3 undertook their First Reconciliation, students in Grade 4 celebrated their First Eucharist and Grade 6 students received the Holy Spirit at Confirmation. Our students were lucky enough to have retired Bishop Les Tomlinson celebrate the sacrament of Confirmation, co celebrated with Father Denton.

Teachers continued to deliver Religious Education lessons via online videos and presentations while in lockdown and face to face when we were at school. Students prayed regularly with their class with an emphasis on our School Prayer to maintain unity and connection.

During Advent the whole school prayed together each week with an Advent prayer service at the end of our Assembly. The students planned a prayer service for each week of Advent and led the Assembly group by reading a scripture passage, reflecting on the meaning of Advent, praying and joining in song. Each class got a turn to lead the school community.

VALUE ADDED

In 2021, we again commissioned students into our Mini Vinnies group. The Mini Vinnies group was led by the students in our school's Social Justice Student Action Team, who reported their actions back to the school community and kept all informed via School Assemblies and the School Newsletter. Unfortunately their opportunities were limited due to Covid and the restrictions in place.

The staff continued to undertake professional learning during staff meetings led by the Religious Education Leader.

The Religious Education Leader continued to participate in professional learning opportunities through Melbourne Archdiocese Catholic Schools (MACS) Religious Education Network days, which were held online due to Covid.

Learning & Teaching

Goals & Intended Outcomes

Goals:

Pedagogies for Growth:

To embed whole-school, consistent, evidence based pedagogies centred on improvement for all students

Data Literacies:

To embed effective whole of school analysis and use of data to identify student needs and monitor growth in order to improve student outcomes

Intended Outcomes:

- That core learning priorities are clear, documented and shared across the school
- That expert teaching improves
- That data is used effectively to inform teaching practices

Achievements

Our Leadership team was again a part of the School Improvement Learning Collaborative with MACS, which included ongoing professional learning with Lyn Sharratt and included Simon Breakspear throughout 2021. The professional learning with Simon Breakspear supported the Leadership Team in analysing the Annual Action Plan and planning for working with staff to meet the School Improvement Plan goals and outcomes. Professional learning with Lyn Sharratt focused on schools sharing practice and timely and focused support from Lyn to meet the needs of teachers and students to improve student learning outcomes. A focus in Learning and Teaching in 2021 was the development and use of Learning Walls/ Bump it Up Walls in classrooms initially for writing to help students identify where they are in their learning and how they can improve their understanding or work through clear success criteria. Some classes experimented with Learning/Bump it Up Walls in other curriculum areas. Students utilised these walls to help them explore how they could improve their work, set goals and monitor achievement of their own learning. This enabled students to understand and use the assessment process and feedback to inform their next steps in learning.

The Leadership Team continued to participate in learning walks across the school to understand how students were learning. These learning walks also helped the Leadership Team gather information about learning and teaching which shaped PLTs and professional learning opportunities for the staff focused on students.

Facilitated planning was negotiated with each level team to meet with the Literacy, Numeracy, RE and Learning and Teaching Leaders to support planning learning and teaching needs for the levels as guided by the data collected by teachers. These meetings enabled teams and leaders to design and select appropriate assessments to gather ongoing data across the curriculum, analyse data, moderate assessments and plan for next steps in learning grounded in the data.

Our dedicated planning room for staff ensured that teams had a place to meet that was resourced and focused on student data.

Data Walls were redesigned and established in the planning room at the beginning of 2021 to help 'put faces on the data' and ensure that all students' learning and their outcomes were a shared responsibility of all staff which Lyn Sharratt identifies is a critical component to school improvement. The data wall focused on Literacy and Numeracy - PATReading, BAS reading assessment and PATMaths assessment results. In the second half of 2021, PATWellbeing data from years 3-6 was added to the Data Wall. The data wall was a prominent feature of the planning room and ensured that staff had access to meaningful student data throughout facilitated planning, team planning, staff meetings and PLT meetings.

2021 was the first year of enacting the Scope and Sequence for Inquiry concepts. This two year Scope and Sequence ensures that Science, Geography, History and the capabilities are addressed each year. The concepts identified in the Scope and Sequence are derived from the Science and Humanities curriculum and shape the direction of Literacy and Numeracy learning and teaching in all year levels. The concepts covered in 2021 were Identity and Change (Personal and Social capability - self awareness and management), Perspectives (History), Transformation (Chemical and Physical Sciences) and Place (Geography). Where appropriate, these concepts made connections to learning in Religious Education and the Catholic Social Teachings.

With a change in teaching staff at the end of 2020, we embraced the opportunity to adjust the Specialist subjects offered at St Patrick's. STEM was introduced in 2021 in place of Performing Arts. Students enthusiastically welcomed this change. Initially students were introduced to STEM and the processes used to be an effective STEM learner. Throughout the year, students were posed a number of STEM challenges relevant for their year level and connected to classroom learning. Students constructed, investigated, problem solved and collaborated with peers to address these problems.

As a result of the introduction of STEM, Mount Lilydale Mercy College Science Department approached us to establish a STEM partnership between our schools. The MLMC Science Department staff collaborated with our STEM teacher, Ms Jessica Nix, and supported our school STEM program by supplying us with a set of Pocket Labs for middle and senior students to gather and analyse data in response to investigations they were conducting. There are hopes to extend this partnership between the two schools in the coming years to establish a St Patrick's STEM club which will provide an opportunity for a small group of our students to work with MLMC STEM students on future projects.

COVID-19 and subsequent lockdowns across Melbourne impacted learning and teaching throughout the whole year. Building on our experiences with remote learning in 2020, teachers, students and their families pivoted to online learning and teaching. Teachers continued to effectively plan for online learning and teaching, delivering content in meaningful and accessible ways, and assessing and monitoring student learning to ensure growth continued. Literacy and Maths were the core focus of learning activities throughout remote learning across all levels of the school. Students of essential services and 'vulnerable' students attended school onsite and completed Google Meets and learning activities provided by their classroom teacher and supported at school by staff. Google Meets continued to be an effective way to connect with the students in the remote context and provide learning and teaching opportunities through whole class, small groups and one on one as needed. Google Meets also ensured that planning meetings, facilitated planning, staff meetings and PLT meetings continued to enable staff to build professional knowledge and expertise and collaboratively plan learning experiences informed by data and student learning needs. Specialist programs continued to be provided through remote

learning periods. This included a Google Meet offered each week with each Specialist teacher for every year level to enable students to connect with these teachers and seek clarification or ask questions about learning tasks. Again this year, families requiring access to devices were supported with a loan laptop from the school for the duration of remote learning.

Literacy Achievements

The school standard in Literacy continues to improve over time. Data analysis clearly shows value adding across each year level and the value of explicit and targeted teaching. Literacy pre testing at the beginning of the school year proved to be highly successful in allowing teachers to quickly target their teaching to the specific needs of the students in their class, and ensured that students in need of additional support were placed in programs such as Reading Recovery as soon as possible, or were supported in other ways in the classroom.

The consistent approach to planning and teaching continued throughout 2021. Teachers continued to plan collaboratively at each level using yearly overviews and a consistent Literacy planner which includes learning Intentions, success criteria, and enabling and extending prompts for differentiated learning.

The continued use of data walls and formative and summative assessments enabled teachers to 'put faces on data', tracking student growth in PAT R and Fountas and Pinnel B.A.S. reading levels. B.A.S. provided a consistent whole-school approach to assessment in Reading and consequently enabled differentiation in instruction. The data was used at PLTs to track student growth and to identify students in need of intervention or as a student of wonder in Case Management meetings. We took on this initiative from our participation in the Learning Collaborative and Lyn Sharratt's work.

The Professional Learning Team meetings continued fortnightly, using Google meets during the periods of lockdown. These meetings provided opportunities for collegial discussions, data analysis and sharing of common goals and research-based practices. These meetings continued to focus on building teacher capacity in data literacies, reporting and analysing PAT Reading data and Naplan data with a view to improve and inform teaching, and investigating the Victorian Curriculum in English. In 2021 the Literacy Leader participated in Literacy Leaders Network meetings and The Learning Collaborative via Google Meets. These meetings focussed on developing the use of High Impact Strategies and Critical and Creative thinking in Literacy and across the curriculum.

In 2021 there continued to be disruptions to on-site teaching due to COVID 19. However, teachers continued to plan collaboratively and to take literacy focus groups in Google meetings. Teachers continued to produce instructional recordings for Spelling, phonics and other literacy foci, such as comprehension strategies and grammar explanations.

The CAFE reading system (Comprehension, Accuracy, Fluency and Expanding Vocabulary) continues to be used as a structure in Reading from Prep to Year 4. The CAFE menu is visible in every classroom and is used for students to set personal goals. In years 5 and 6 the Learning Continuum is used as a structure in teaching reading strategies.

Learning Intentions and success criteria are now embedded in the Literacy program. The Literacy program incorporates whole class modelled and shared teaching followed by small groups of guided focused teaching and Independent student learning. The staff have used SPRINTS as a tool to engage collaborative teacher learning and improve practice. In the junior level teaching phonics has continued to be a big focus with the Heggerty's program being used in the Foundation classes and strategies from the Phonics in Context professional Learning has been used in years

one and two. Prep students were introduced to Decodable Readers to complement the focus on phonics.

Reading Recovery was offered to eight students in need of intervention. One student was a carry over from the previous year, one student transferred to another school during the year, one student's outcome for Reading Recovery was incomplete and three students were carried over to 2022. The average entry text level was level two and the average exit text level was level 17 on unseen texts, with the average growth of around 12 text levels. Three students of the RR cohort successfully discontinued RR, one student required referral for further monitoring and additional assessment, three students were carried over to 2022. The RR cohort consisted of three boys and five girls. All first round students entered RR with a text level of 0 (Not yet on text).

During remote learning the Reading Recovery students continued to have modified lessons on google meets with the Reading Recovery Teacher. Due to the unusualness of the situation and the students not being on site, 3 students came onto the program in October and were carried over to 2022.

In 2021, the Prep orientation parent program for literacy and numeracy was delivered on line by the Literacy and Numeracy Leaders. The presentation outlined the prep curriculum for Literacy and Numeracy and provided suggestions to help parents prepare their child for school.

Numeracy Achievements

In Numeracy in 2021 a consistent and comprehensive approach to teaching and learning continued across the school. This approach incorporated collaborative planning at each level, using yearly overviews and the whole school planner. Units of work were developed using key understandings, while pre- and post-assessments informed differentiated learning. Teachers continued to incorporate challenging tasks into units of work in order to develop problem solving skills and mathematical reasoning.

Professional Learning Team meetings continued fortnightly, utilising google meets during the periods of lockdown. These meetings provided opportunities for collegial discussion and sharing of common goals and research-based practices. The content included analysing assessment data, especially at the beginning of the year, in order to group students and inform teaching according to students' needs. Data walls and pre- and post- assessments continued to be used throughout the year to visually display student results and to track growth. Other foci of PLT meetings included the use of Number Talks to develop fluency, revision of a whole-school Mathematical Vocabulary sequence, using challenging tasks to develop a Bump-It-Up wall for problem solving skills, and utilising Data Talks to improve data literacy. Our school's continued participation in The Learning Collaborative saw a focus across the curriculum in High Impact Teaching Strategies, such as strategies for developing critical and creative thinking, and accountable talk. A continued focus across all areas of learning and teaching was the specific use of learning intentions, success criteria, giving feedback, and developing learning goals in Maths.

Throughout 2021 the Year 1 and 2 teachers and the Numeracy Leader participated in a Professional Development program about the teaching of Early Numeracy and Algebra, most of which was delivered online. This included specific assessments to monitor students' progress, and the use of Teaching Sprints to target students' needs. Teachers highly valued the data obtained from the assessments, and the quality resources provided. Prep teachers continued to successfully implement the assessments and teaching resources from their participation in the program in 2020. These will continue to be implemented across the junior school in future.

During the periods of remote learning, teachers continued to plan Maths units collaboratively. These included clear learning intentions and success criteria to assist students and parents to understand what was required. Google meets were conducted for maths focus groups in order to differentiate and target specific learning needs. Teachers used online teaching manipulatives and developed their own instructional videos to assist students with learning at home. During this time the GRIN (Getting Ready in Numeracy) support program continued for the students who were involved, with the Learning Support Officers using google meets to continue as tutors. The Maths Intervention program also continued to be run by the Numeracy leader for groups of students from Years 1 to 4, and a Maths Extension program was offered in semester two for Year 3/4 students.

In 2021 the Prep Orientation parent program for Literacy and Numeracy was provided online by the Literacy and Numeracy leaders. The presentation outlined the Prep curriculum for Literacy and Numeracy and provided suggestions to help parents prepare their child for school.

STUDENT LEARNING OUTCOMES

LITERACY DATA

NAPLAN testing resumed in 2021 after being cancelled in 2020 due to COVID 19.

In 2021 the NAPLAN data for Year 3 students showed that 100% of students were at or above the National Minimum standard for Reading, Writing and Spelling and 92% were at or above in Grammar and Punctuation.

NAPLAN data for Year 5 students showed that 100% of students were at or above the National Minimum standard for Reading, 97% were at or above for Writing and Grammar and Punctuation and 94% were at or above for Spelling.

The School Comparison Report, tracking the progress of students from Year 3 in 2019 to Year 5 in 2021, showed consistent improvement in the matched group especially in Reading. The Relative Growth Report showed that in 2021 in Reading, Writing and Spelling, more students made medium growth compared to the State and in Grammar and Punctuation more students made high growth than in the other areas of literacy.

PAT Reading

The PAT Reading data for 2021 showed the following percentages of students at or above stanine 4:

Preps - 97%

Year 1 - 77%

Year 2 - 88%

Year 3 - 73%

Year 4 - 84%

Year 5 - 78%

Year 6 - 77%

BAS

The BAS Reading data for 2021 showed the following percentages of students at or above the targets:

Prep - 57% at/above

Year 1 - 72%

Year 2 - 79%

Year 3 - 70%

69% prep to 2 at or above

Year 4 - 44%

Year 5 - 39%

Year 6 - 34%

47% 3 -6

Concern - low percentage of students from year 3 to 6 reaching the set target has led to staff reviewing of targets and further investigation into the effects of remote learning. In 2022 further Literacy Intervention will be available as a result.

NUMERACY DATA

NAPLAN testing resumed in 2021 after being cancelled in 2020 due to Covid-19. NAPLAN data for Year 3 students showed that 96% of students were at or above the National Minimum Standard in Numeracy, while 94% of Year 5 students were at or above the National Minimum Standard. The School Comparison report tracking the progress of students from Year 3 in 2019 to Year 5 in 2021, showed consistent improvement in the matched group with a mean increase of 86 in their scaled score. The Relative Growth report showed that more students at our school made medium growth than across the state.

The PAT Maths data for 2021 showed the following percentages of students at or above Stanine 4:

Year 2 - 97%

Year 3 - 100%

Year 4 - 94%

Year 5 - 82%

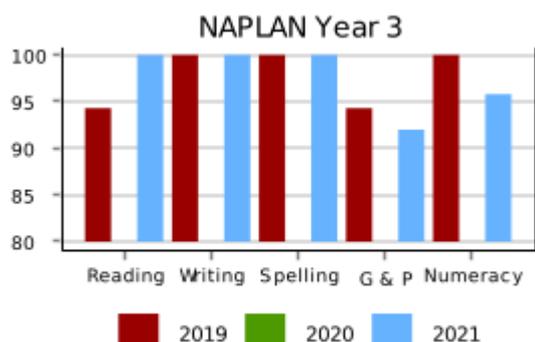
Year 6 - 89%

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	94.3	-	-	92.0	-
YR 03 Numeracy	100.0	-	-	95.8	-
YR 03 Reading	94.3	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	84.2	-	-	97.1	-
YR 05 Numeracy	100.0	-	-	94.3	-
YR 05 Reading	92.1	-	-	100.0	-
YR 05 Spelling	92.1	-	-	94.1	-
YR 05 Writing	97.3	-	-	97.1	-

* 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

Goals & Intended Outcomes

Key Priority 1: Pedagogies For Growth

Goal:

- To embed whole school, consistent, evidence-based pedagogies centred on improvement for all students

Intended Outcomes:

- That student wellbeing improves.

Target:

- Student needs in wellbeing are identified, recorded in nForma and tracked.

Action:

- Explore additional ways to track playground data

Achievements

As with previous years, the school year began with Wellbeing focus. Each level prepared and presented a unit with five key areas of instruction: School Safety, Growth Mindset, Myself as a Learner, Computer/Cyber safety and Student Voice/Leadership. The understandings were designed to assist students and teachers for setting up each class for a positive and successful year. Our main focus for this unit was student leadership.

As COVID and periods of remote learning occurred throughout the year, there was a heavy focus on student wellbeing with the recognition that students may have experienced trauma from being exposed to the pandemic and from the loss of social connections and the support that school provides. During the period of remote learning, classrooms ensured that lessons that focussed on personal wellbeing were included in the weekly outline of lessons; activities often included mindfulness and coping strategies from the Peaceful Kids at Home content. In recognition of the need to focus and personal wellbeing, members of the leadership team planned 'Wellbeing Wednesday', screen-free day activities that were fun, family-based, and engaging. Upon returning to school following the periods of lockdown, teachers supported students to re-establish relationships, to connect, re-engage and feel safe.

The periods of remote learning resulted in the need to change our SEL Scope and Sequence to reflect the needs of the students. As the school prepared to become a Respectful Relationships school, the staff completed school-led professional learning that focussed on rigorous teaching and learning and using formative and summative assessment in Social and Emotional Learning (SEL) using the Resilience, Rights and Respectful Relationships assessment materials.

Behaviour data was collected both in the classroom and on the playground. Playground data was analysed weekly and students and areas of concern were conveyed to all staff in the weekly staff

meeting. To expand the diversity of the Wellbeing data, the 'Social and Emotional Wellbeing Survey' was introduced for students in Years Three to Six. The survey provided us with social and emotional wellbeing cohort data in areas such as resilience, feelings, conflict, behaviour, and work habits. The results showed that St. Patrick's students were slightly below the rankings of other schools surveyed with 77.7% of the students surveyed in the developed to very highly developed areas, compared to 85.1% of all schools. When broken down into the sub-sections of the survey, St Patrick's students performed stronger in the feelings and behaviours subsection (78.6% of students in the developed to very highly developed areas, compared to 81.6% of all schools). Particular areas of strength were:

- Positive student-teacher relationships
- Behaviour and knowledge of how to follow the rules
- Awareness of the feelings of others

Areas of need for improvement/support were identified as:

- self-efficacy and belief when faced with challenging tasks
- self-management skills, particularly for boys
- Worries surrounding the perception of others

One area where it was noted that our students required support was in relation to self-regulation, so a decision was to make this a focus area of learning for 2022, particularly in our start of year unit.

Staff analysed the results over multiple staff meetings and devised the following list of recommendations to further enable positive wellbeing, these included:

- to make adjustments to the scope and sequence, particularly returning to school after lockdown, focussing on the core SEL skills that were highlighted when the staff looked at the data.
- SEL needs to be taught with the same rigour as other curriculum areas. SEL should include pretesting and differentiation.
- student voice was important in understanding how to plan for improvements for the future
- trial teaching our weekly explicit SEL lesson, before lunch as this seems to be where a lot of social issues arise.
- link SEL skills to all areas of the curriculum (explicitly teaching things such as turn-taking, collaboration, etc). Having a social or emotional success criteria aligned to tasks from all curriculum areas may help with this.

Weekly SEL lessons continued to be taught by the classroom teacher, using the Resilience, Rights and Respectful Relationships package. Teachers also used materials from Bounce Back and Berry Street to support their teaching of social and emotional skills. Child Safety was addressed through the personal safety components of this curriculum and was taught through SEL lessons.

In 2021, St. Patrick's School continued to be a part of the Better Buddies program run by the Alannah and Madeline Foundation. The program uses specifically designed buddy activities that focus on curriculum, social skills, values and benefits for the younger and older buddies. Each Prep student was supported by a Grade Five buddy and participated in a formal buddy session once a fortnight when at school for face-to-face learning.

Learning Diversity

The function of Learning Diversity Leader is to provide direct services to students with additional needs and have a major role in assisting teachers to devise and implement Personalised Learning Plans (PLP) for students within the school setting. In addition, Student Services MACS (Melbourne Archdiocese Catholic Schools) provides consultancy services in the areas of Psychology, Speech Pathology and Learning Consultants (Diversity, Hearing, Vision, Physical/Chronic Health) to teachers and parents. There is also funding available for those students who meet specific requirements.

At the commencement of the 2021 school year, there were forty four students counted in our Nationally Consistent Collection of Data on School Students with Disability including twenty six funded students. Each term there was a Student Support Meeting (SSG) for each of the twenty six students attended by the Principal, classroom teacher, the parent/s, LSOs, Learning Diversity Leader and other specialists as needed. Parents of students with additional needs were offered to attend SSG meetings either online via Google Meets or onsite when permitted. The long and short term goals for the student were discussed and reviewed. The meetings were minuted and copies were provided to all attendees and filed in the school office. Throughout 2021, additional contact and support was provided for these students, their parents and teachers. SSG meetings were also held to support non funded students where additional learning needs were identified. The students also had individual learning goals.

Speech Pathology was by far the most sought after service. In 2021 speech related assistance was offered via an online platform for those families that wanted to take up the offer. The service consists of a termly review by a Speech Pathologist, from MACS, who then provides guidance and programs for both the school and the parents to assist the student. The Speech Pathologist also provides additional assessments, such as a Language Assessment for students at risk. Other MACS staff such as the Learning Consultant - Vision and the Learning Consultant - Diversity also provided support for teachers, parents and students as the need arose, again via online meetings and consultations. It was the responsibility of the Learning Diversity Leader to coordinate the appointments and notifications for these services.

Due to Covid, Learning Diversity Network Meetings were held online and were attended by the Learning Diversity Leader. The staff also participated in NCCD focused professional learning sessions facilitated by the Learning Diversity Leader.

VALUE ADDED

The school caters to specific students' needs by offering a number of programs. These include:

- Maths Extension
- Maths Intervention
- Tutor Learning Initiative (Maths and Literacy)
- GRIN program
- Reading Recovery
-

Extra curricular programs were severely impacted by Covid. However the following still occurred:

- Gardening group that oversaw the school's vegetable garden
- Excursions across all year levels
- Halogen Young Leaders Conference
- School choir
- Virtual assemblies led by the student leaders - incorporating the House Cup Challenges that were completed by families at home
- 3/4 and 5/6 Camp

STUDENT SATISFACTION

In 2021, the MACSIS survey was conducted after not being able to be completed in 2020 due to Covid. There was a slight increase in the school climate (68% favourable, compared with 64% in 2019). Despite repeated periods of remote learning, school belonging increased from 67% in 2019 to 69% in 2021. Student Safety also increased from 58% to 63%. An area that had a decrease, with the likelihood stemming from extended periods of remote learning was student voice which decreased from 61% to 57% of students providing a positive response.

STUDENT ATTENDANCE

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL %

Prep.	94.9		
Year 1	94.2		
Year 2.	94.7		
Year 3.	95.9		
Year		4.	92.7
Year 5.	96.8		
Year 6.	95.9		
Overall Attendance.	9%	5	

The school requires all absences to be reported to the classroom teacher in written form, stating the dates of and a reason for the absence. If a letter is not sent, then the class teacher is required to send home a proforma requesting this information. Parents were also able to send absence notes through the Skoolbag app. Absences are recorded on each student's report which is sent to parents at the completion of each semester. During remote learning parents were encouraged to communicate to the school when their child was ill, and they were then recorded as absences.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	94.6%
Y02	95.4%
Y03	96.1%
Y04	92.6%
Y05	97.2%
Y06	96.2%
Overall average attendance	95.4%

Child Safe Standards

Goals & Intended Outcomes

During 2021 the focus for Child Safety was to continue to integrate the child safety focus into the school's vision and broader goals for the care and wellbeing of all students.

At St. Patrick's school Lilydale, 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.

St. Patrick's school Lilydale has a strong commitment to the care, safety and wellbeing of all students at our school. We have a Child Safety Policy which provides an outline of the policies, procedures and strategies developed to keep students safe from harm, including all forms of abuse in our school environment, on campus, online and in other locations provided by the school.

The policy takes into account relevant legislative requirements within the state of Victoria, including the specific requirements of the Victorian Child Safe Standards as set out in Ministerial Order No. 870.

The policy applies to all school staff, including school employees, volunteers, contractors and clergy.

Achievements

Some of the achievements in the ongoing implementation and review of St. Patrick's child safe strategies and some steps taken to bring about cultural change in the school community:

- The embedding of policies and commitments into every day practice
- Professional learning of teachers, non-teaching staff and volunteers
- Revision of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Student participation and empowerment strategies as outlined in the Student Wellbeing report
- Strategies addressing the principle of inclusion as outlined in the Religious Education report
- Child Safety Team comprising of Principal, Student Wellbeing Leader & Deputy Principal meeting regularly
- Engagement of families and communities in promoting child safety via regular presentation of policy and protocol at School Advisory Team meetings
- Human Resources practices (eg: recruitment & supervision) that reflect policy
- Child safety inclusion into curriculum planning and delivery
- Mandatory reporting online module
- Commitment to commence Responsible Relationships program in 2022
- School Advisory Team providing ongoing feedback to child safety items presented at meetings

Leadership & Management

Goals & Intended Outcomes

KEY PRIORITY 1: PEDAGOGIES FOR GROWTH

GOAL: To embed whole school, consistent, evidence-based pedagogies centred on improvement for all students

KEY PRIORITY 2: DATA LITERACIES

GOAL: To embed effective whole of school analysis and use of data to identify student needs and monitor growth in order to improve student outcomes

KEY PRIORITY 3: AGILE PARTNERSHIPS

GOAL: To collaborate with parents and the wider community to improve student outcomes

Achievements

School Closure Days 2021

Term 1 - Dyslexia and Reading Difficulties	Monday 22nd March
Term 2 - COVID-19 Planning	Friday 28th May
Term 3 - No day taken due to ongoing lockdown and remote learning	
Term 4 - Curriculum planning for 2021	Thursday 16th December

During 2021 the process for staff Annual Review Meetings (ARMs) reinforced the changes made in previous years. Staff were again asked to use the Teacher Self-Assessment Tool on the Australian Institute for Teaching and School Leadership's (AITSL) website to determine their strengths and challenges as teachers and leaders and to set goals aligned to their professional learning needs. Each staff member was then (re)allocated a leader mentor and assigned time to develop an action plan for their goal, inclusive of time span, resources and personnel. This will be the goal that will be reflected upon at the next ARM.

The leaders of the school were instrumental in ensuring that our staff were given the opportunity to develop the skills and resources necessary to deal with the many and complex challenges that our community faced during the pandemic. It was their research, planning and mentoring that allowed the school to pivot from an onsite educational institution to one that needed to deliver the learning in a remote manner. Their leadership manifested in many ways and forms, inclusive of formal staff meetings, PLTs, modelling, Google Meets and a range of dialogue over the course of the year. The calm, composed and supportive manner that all the school leaders displayed when under the pressure of remote learning was testament to their professional attitude and high level of capability.

A grant proposal was submitted in 2019 for significant renovations to many of the school's learning areas and thoroughfares. This multi-million dollar proposal built off the Master Plan that had been developed in conjunction with Law Architects. At the end of 2020 the school was advised that they had been successful in obtaining funding from the commonwealth government to the tune of

1.5 million dollars. These much anticipated improvements commenced with the builders coming onsite in December 2021. 2022 promises to be a year full of change and growth, with the promise of a whole physical level of the school renewed and reinvigorated over the course of the first three terms.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Below is a list of the professional learning that was conducted by Catholic Education Melbourne that St. Patrick's staff participated in during 2021. This participation is significantly less than in years that did not have the impact of COVID-19. Each week staff also participate in two professional learning sessions, one a general staff meeting with a specific curriculum focus, the other a Professional Learning Team meeting with a rotating focus on Literacy, Numeracy and InquiRE. These meetings are facilitated by members of the School Leadership Team and their focus is aligned to the Annual Action Plan. All staff who hold a Position of Leadership (POL) also contribute to a fortnightly Leadership Meeting chaired by the principal. These leaders are also members of a CEM network that meets regularly with like leaders to upskill them in their leadership roles.

Nadia Potts	RenewALL: Renewing Languages for ALL (x3)
Belinda Synan	Eastern Region Learning Diversity network - Term 1, 2
Karon Whitfield	Finance Cluster - Term 1, 2, 3, 4
Belinda Synan	Religious Education Leader Network - Term 1, 2, 3, 4
Beth Johnson	OHS for School Leaders
Beth Johnson	Eastern Region Deputy Principals Network - Term 1, 2, 3, 4
Josie Witte	Eastern Region Literacy Leaders Network - Term 1
Sarah Graves	Eastern Region Student Wellbeing Leaders Network - Term 1, 3, 4
Geoff Klep	SILC Webinar: Bump It Up Walls to Learning Walls
Beth Johnson	SILC Webinar: Bump It Up Walls to Learning Walls
Josie Witte	SILC Webinar: Bump It Up Walls to Learning Walls
Sue Walker	SILC Webinar: Bump It Up Walls to Learning Walls
Sue Walker	Early Number and Algebra - Term 1, 2x2, 3, 4x2
Josie Stewart	Early Number and Algebra - Term 1, 2x2, 3, 4x2
Jacinta Tillack	Early Number and Algebra - Term 1, 2x2, 3, 4x2
Cathy Ruscitti	Early Number and Algebra - Term 1, 2x2, 3, 4x2
Sarah Grave	Colourful Semantics
Molly McKinnon	Colourful Semantics
Josie Stewart	Colourful Semantics
Jacinta Tillack	Colourful Semantics

Cathy Ruscitti	Colourful Semantics
Ben Thorn	Colourful Semantics
Nicole Brent	Colourful Semantics
Rebecca Fry	Colourful Semantics
David Gallcher	Colourful Semantics
Rhian Pospischil	Colourful Semantics
Rachael Coulson	Colourful Semantics
Belinda Synan	Colourful Semantics
Beth Johnson	Colourful Semantics
Sue Walker	Colourful Semantics
Ann Dalton	Colourful Semantics
Jen Tolcher	Colourful Semantics
Robyn Weekes	Colourful Semantics
Katrina Bowers	Colourful Semantics
Ella Delgorge	Colourful Semantics
Steph Rodrigues	Colourful Semantics
Sue Walker	Eastern Region Maths Leaders Network - Term 1, 2, 3, 4
Geoff Klep	School Improvement Learning Collaborative - Session 1, 2, 3
Beth Johnson	School Improvement Learning Collaborative - Session 1, 2, 3
Sue Walker	School Improvement Learning Collaborative - Session 1, 2, 3
Josie Witte	School Improvement Learning Collaborative - Session 1, 2, 3
Geoff Klep	MACS Principal forum
Nadia Potts	Exhibition of Learning - Languages
Belinda Synan	Understanding the ECSI Report
Geoff Klep	Understanding the ECSI Report
Geoff Klep	ERO SILC Webinar with Dr Lynn Sharratt
Beth Johnson	ERO SILC Webinar with Dr Lynn Sharratt
Sue Walker	ERO SILC Webinar with Dr Lynn Sharratt
Josie Witte	ERO SILC Webinar with Dr Lynn Sharratt
Beth Johnson	English Online interview
Josie Witte	English Online Interview
Belinda Synan	Workshop assessing the three strands

During 2021 the process for staff Annual Review Meetings (ARMs) reinforced the changes made previously. Staff continue to use the Teacher Self-Assessment Tool on the Australian Institute for Teaching and School Leadership's (AITSL) website to determine their strengths

and challenges as teachers and leaders and to set goals aligned to their professional learning needs. Each staff member has been allocated a leader mentor and assigned time to develop an action plan for their goal, inclusive of time span, resources and personnel. This will be the goal that will be reflected upon at the next ARM.

2021 was also the year that we changed our school administration system to ICON. This change was at the direction of Melbourne Archdiocese Catholic Schools (MACS) as part of their governance management. The move to this system had a significant impact upon the day to day operation of the school office and necessitated our admin officer, Karon Whitfield to undertake significant online training to be able to implement the new system.

Number of teachers who participated in PL in 2021	0
Average expenditure per teacher for PL	\$0

TEACHER SATISFACTION

2021 was another exceptionally challenging year for everyone. This was particularly so for our staff who had set themselves for the reasonably predictable experiences they were likely to encounter in a normal year, and then had to adjust again to often performing their jobs in a remote learning and teaching context.

I am very proud of the way that our entire staff responded when COVID reasserted itself and caused ongoing lockdowns. Rather than panic, they responded calmly and rationally to the new directions being espoused by the school leaders. They once again incorporated a remote style of teaching and instructing. They learnt new methods of delivering their teaching message, revising the successes of last year and improving for their current cohort. Trepidations about technology were less significant and staff increased their proficiency with a range of digital tools. At all times the staff had the children's learning needs as their focus, always endeavouring to find ways to attend to the diverse requirements of the students in their care.

The 'can do' attitude that was at the forefront during remote learning remained in evidence upon our return to 'normal' and allowed for a relatively smooth conclusion to a year that was once again different than initially intended.. Many of the activities and events that were missed were able to be caught up or substituted for, not in the same way as they would have been, yet still meaningfully and purposefully. Our staff, through their dedication, professionalism and hard work, have ensured that 2021's impact on the student cohort was as positive as could be managed given the resources and circumstances.

2021 saw our community once again participate in the MACS School Improvement Survey, inclusive of all stakeholders; students, parents and staff.

The teaching staff data was all at or above the MACS average in all of the categories surveyed. Of note, the following categories all came out at 5% above the MACS average;

- Staff leadership relations
- Feedback

- School Leadership
- Staff Safety
- Professional Learning
- Collaboration around an Improvement Strategy

Further to this positive data, 2021's staff data saw our teachers return data at 10% above the 2019 staff average for the following categories:

- Psychological safety
- Collaboration in teams
- Collective Efficacy

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	96.4%
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ALL STAFF RETENTION RATE

Staff Retention Rate	85.2%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	23.5%
Graduate	11.8%
Graduate Certificate	11.8%
Bachelor Degree	94.1%
Advanced Diploma	35.3%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	18.4
Non-Teaching Staff (Headcount)	10.0
Non-Teaching Staff (FTE)	9.9
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

KEY PRIORITY 1: PEDAGOGIES FOR GROWTH

GOAL: To embed whole school, consistent, evidence-based pedagogies centred on improvement for all students

KEY PRIORITY 2: DATA LITERACIES

GOAL: To embed effective whole of school analysis and use of data to identify student needs and monitor growth in order to improve student outcomes

KEY PRIORITY 3: AGILE PARTNERSHIPS

GOAL: To collaborate with parents and the wider community to improve student outcomes

Achievements

Throughout 2021, staff and parent groups continued to implement a range of events and initiatives that were intended to enhance the involvement of parents and community. The school continues to foster links between school and parish by parish/school joint celebrations, class participation at parish morning Masses, Sunday level Masses, St. Patrick's Day celebrations as well as student and family involvement in parish liturgies. The ongoing effect of the global covid-19 pandemic made these events less frequent than in previous years and diminished the positive impact that they have on the development of a positive school culture.

Strong links have been continued with Mount Lilydale Mercy College through the sharing of curriculum resources, Mount Lilydale students presenting transition sessions to our senior students, our Year Fives attending their Future Stars program, advertising their events in our newsletter and attending their school productions as dress rehearsal audience.

Parents continue to be actively involved in many aspects of the school via the School Advisory Team as well as the Parents and Friends Association and its subsidiaries; Tuckshop, Uniform Shop and Greenworks. Support for our Outdoor Education & Camps program and sporting programs is high amongst parents as is their attendance and enthusiasm for Sacramental Information nights. Many parents and grandparents continue to provide weekly classroom support of literacy and numeracy programs via their presence in classrooms as parent curriculum helpers when covid rules allow this to occur in a safe manner. The Junior Welcome BBQ was very well attended by families of P-2 children who gathered for an evening of food and games, establishing and affirming relationships with a range of families in the school community. This would again prove to be one of the last gatherings we were able to have before COVID restrictions impacted much of the remainder of the year.

Mother's Day and Father's Day occurred in a remote learning context, without the usual involvement of the P&F and the children's access to the gift stalls. The Year 6 graduation was celebrated in its traditional evening time slot, yet could only have immediate families in attendance as gathering rules were still in place. It was wonderful to be able to have parents present, as this was not able to occur the year before.

Opportunities for students to participate in community oriented events were less available. Some activities such as World Tree Day and fundraising events such as Caritas still went ahead. St. Patrick's continues their association with the St. Vincent de Paul Society via the Minnie Vinnies program with a significant number of the Year 3-6 students enthusiastically involved in this community service initiative in the first and last term of the year.

Increased connection to the community was also fostered through genuine inquiry in the InquiRE units of study. Many levels arranged for experts in our community to address their students and provide learning opportunities that do not normally exist in the classroom. All levels organised virtual excursions which allowed students to roam around the globe, having access to resources and information that are not normally attainable in a classroom context.

Strong parish-school ties continue to be fostered with key parish news being highlighted with a dedicated section in the school newsletter. The parish Pastoral worker publishes "Debbie's Desk" in the school newsletter aiming to deepen reader's understanding about the everyday events that occur in the life of the church and parish.

Involvement in District sporting events such as the Zone Round Robins, Hoop Time for both Year 3/4 and 5/6, the Swimming Carnival, Cross Country Carnival, Tennis Championship and Athletics Carnival which normally provide an opportunity for students in Years 3-6 to represent their school on the sporting stage were limited to Term 1 and 4. The children continued to promote the good name of St. Patrick's through their wonderful behaviour and great competitive spirit. The whole school Athletics Day usually conducted at the Mt Evelyn athletics track was able to be run, although in a later time slot to accommodate the need to change the Year 5/6 camp schedule which had been postponed by lockdown.

Parents of 2021 Prep students were invited to attend an online information session focusing on readiness for the following year.

Enrolment figures for 2021 remained stable. The school has a very good reputation within the community, as a direct result of positive feedback from parents within the school and wider community.

PARENT SATISFACTION

All school parents were invited to participate in the 2021 MACS School Improvement Survey. This invite was issued via hard copy to all families and followed through with regular reminders in the school newsletter and via Skoolbag App alerts. Responses were received from 27 families, which was an improvement over the 23 who participated in the survey in 2019. These 27 families represent 18% of the 145 families enrolled at the school. Statistically a sample size this small may not accurately portray the overall responses of all school families, yet is what we have to work with this time.

The influence of two years of covid-19 and the associated remote learning periods and lockdowns appears to be reflected in the domains of Family Engagement and Barriers to Engagement which are down by over 10% from the 2019 results. As the survey was conducted at the height of community concerns about covid transmission, mask wearing and vaccination, it is not surprising that parents perceptions in domain 5: Student Safety - Perceptions of Student Physical and Psychological Safety while at school, are down by 5% from the previous survey.

Positive responses from all respondents with Year 6 students show every domain receiving a response greater than 5% of the MACS average (1 domain) or greater than 10% over the MACS average (5 domains). Similar results were observed in the responses from parents of Year 4 students with 2 domains achieving 5% or greater than the MACS average and 3 domains achieving 10% or greater than the MACS average. The only year level with a general response less than the MACS average was in Year 5.

Future Directions

The school has continued its commitment to the two significant initiatives commenced in 2019 and consolidated in 2020 and 2021 as a result of the SIP, knowing that these directly correspond to the goals of the SIP.

- The Intervention Framework
- The Learning Collaborative

We look forward to ongoing engagement with these initiatives and further refining our practice, continuing in our pursuit of making St. Patrick's the best school that it can be.

The grant proposal which was finally successful in late 2020 has been developed with the school architects as the improvements embedded in the grant submission give vision to the school's Master Plan. This is an exciting time for the community and will entail a fair amount of flexibility as we negotiate a building program at the same time as operating a fully functioning school. We look forward to the delivery of the necessary improvements and modernisation that all members of St. Patrick's community deserve.

2022 will see the school engage in the next cycle of review. We will once again revert to the process that assesses the school against the five spheres; Religious Dimension, Learning and Teaching, Leadership and Management, Student Wellbeing and School Community. We look forward to engaging with our stakeholders as we set the goals that we will strive for over the next four year period.