



# St Patrick's School Port Fairy

2020

## Annual Report to the School Community



Registered School Number: 0599

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## Contact Details

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E NUMBER	E2029

## Minimum Standards Attestation

I, Olga Lyons, 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 2020 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 School.

04/05/2021

**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)

## Our School Vision & Mission



St Patrick's Primary School

Give Yourself to Goodness

### **Vision**

In the tradition of the Good Samaritan sisters, we are a Catholic educational community, giving ourselves to goodness throughout our lives.

### **Mission**

We do this by:

- Nurturing, developing and celebrating faith
- Welcoming, including and supporting each other
- Inspiring and challenging each other through excellent teaching, leading to high levels of learning and achievement for all
- Respecting the uniqueness of each person
- Enjoying life as part of a community
- Responding to the personal safety and developmental needs of our students to support their mental, spiritual and physical wellbeing, making our school a Child-Safe school.

## School Overview

### Statistics

2020 enrolment - 209

Number of families - 105

CSEF students - 23

Catholic students - 116

Number of full-time teachers - 11

Number of part-time teachers - 8

Ancillary staff 1 bursar (P/T)

1 administration officer (F/T)

8 learning support officers (P/T)

1 library technician (P/T)

1 school service officer (P/T)

### Goals for 2020

During 2020, the goals for St Patrick's were:

- To enhance the Catholic School identity through the Dialogue School Model.
- To improve student Writing and Spelling outcomes.
- In implement SWPBS across our school community.

### Specific strategies to achieve these goals were:

- Utilise the Catholic Education Religious Education Officers to assist teachers to plan RE units of work that have a PCB and dialogue school focus.
- To make connections between a Dialogue School and the Catholic Social Teachings.
- Term planners communicated to families in Week 1 of each term, via SeeSaw.
- Family evening at beginning of year that combines inductions and meet the teacher.
- Schedule times for all teaching staff to be involved in Coaching opportunities in relation to individual PLP goals.
- Leadership team members to attend planning sessions and planning days on a cyclical basis.
- Arrange with other local schools to have regular scheduled network sharing clusters.
- Consistent use of the data protocol and triangulation of data to direct teaching.
- Identify high achieving students and explicitly plan teaching for these students.
- In conjunction with HITS (High Impact Teaching Strategies), revisit best practice through teacher professional development in explicit literacy and maths strategies (writing, SMART spelling, OLSEL).

- Use learning progressions, Fishbowl strategies & demonstrations on SeeSaw.
- Build technology protocols into class norms - non negotiables.
- Develop PLC writing essential learnings and teaching sequence.
- Provide THRASS and SMART spelling PD for all teachers.
- Train key staff members in SWPBS.
- Develop consistent whole school behaviour management practices through the introduction of PBIS.
- Provide opportunities to review individual learning strategies for students in need and escalation plans / consequences.
- Begin each staff meeting with mindfulness meditation time.

## Principal's Report

### Catholic School Culture

Little did we realise back in late January / early February what this year had in store for us. We started the year as usual with a flurry of liturgical celebrations. Our staff attended the beginning of year Network Staff Mass on the first day of term with over 200 staff from network schools at St Joseph's, Warrnambool.

Our beginning of year School Mass was celebrated on Thursday February 6th and our first, and only as it turned out, school-led Parish mass was held on Saturday February 22nd. During this service, the Rite of Enrolment for children who were to receive sacraments this year took place as did the commissioning mass for school staff.

The school attended mass on Ash Wednesday to mark the beginning of the season of Lent.

Our year 2 and Year 6 students began their preparations for the sacrament of Reconciliation on Wednesday 19th February but were not able to receive the sacraments as planned.

In early March we began to realise that the year was not going to proceed as planned. We managed to have a St Patrick's Day celebration with a liturgy and, what is becoming a tradition, an afternoon of activity provided by Kaboom Kids Sports and a "St Patrick's has talent" concert. This was the last time parents were able to attend school events for a while. Reconciliation was to take place on March 18th but had to be cancelled as was the rest of the sacramental program for 2020. Restrictions on gatherings meant there were to be no more liturgical gatherings for the year. It wasn't long before the end of term and notification that we were to begin remote learning.

However, despite the periods of remote learning and interruptions to our usual programs, our ever resourceful and adaptable staff continued to provide our students with as rich a faith experience and learning opportunities as possible. RE lessons continued to be part of the program during remote learning and have been a priority area since our return to onsite learning.

### Leadership and Management

We welcomed three new staff members this year; Benson Steere, Sarah Roberts and Harry Evans.

Our beginning of year enrolment was 209 students, and we ended the year with 209 with leaving students being balanced by newly arriving students.

Our Leadership Team comprising Andrea Lane (Deputy Principal/ Learning Diversity Leader), Leanne Mahney (PLC Leader), Antonia Balmer (Wellbeing Leader), Annie Forrest (Religious Education Leader), and I, met fortnightly throughout the year to monitor the implementation of our Annual Action Plan. This plan was greatly impacted due to the global pandemic forcing us into periods of remote learning and the restrictions on gatherings that came with it. We were able to make some progress, however, our key priorities will be rolled over as our 2021 Annual Action Plan.

Initially, many professional development activities were cancelled due to restrictions on gatherings. As time went on, greater use was made of platforms such as Zoom, Webex and GoogleMeet to facilitate online professional development and other meetings such as regular principal briefings.

In May, we underwent a compliance review by an independent reviewer on behalf of the VRQA. This was a positive and constructive experience, and we were found to be compliant.

In September/October our school community took part in the Insight SRC survey into organisational health. This data was used to develop future school improvement initiatives.

On Friday 6th November we had the signing of the school transfer agreement between Fr John Fitzgerald and DOBCEL. This was a significant event with Fr John relinquishing his role as employer after a long history of the parish priest or canonical administrator having that responsibility.

Our application for a Capital Grants to proceed with the first stage of our master plan was successful and an Architect was appointed to do preliminary plans.

We farewelled Andrea Lane, Jo Wollermann and Fraser Paton. We thank them all for their service to St Patrick's and wish them well for their futures. We also wish Emily Dwyer, Michelle Malone and Monique McCartney well as they begin their various periods of leave and look forward to their return.

Next year we will welcome our new principal, Olga Lyons, and new teachers, Daniel Lucardie, Eliza Dwyer, Stepanie Watson, Rebecca Greene and Peita Cryer.

I would like to acknowledge the service given to our school community by retiring SAC members Marcelle Hennig, Shane Allen and Tracey Dalton. Thank you for the many combined years of commitment and service you have given as members of the School Advisory Council.

## **Teaching and Learning**

The data gained from the Numeracy interviews held at the end of last year and the Literacy interviews held at the beginning of this year enabled teachers to organise their class groupings and begin their teaching programs straight away. We also had our essential learnings in Maths, Reading and Writing from which teachers developed pacing guides to follow. The advent of remote learning meant major adjustments to these plans were required. Upon our return to onsite learning, we have focussed on the essential areas of literacy, maths, RE and wellbeing. Plans are in place to support students learning in 2021 in light of the interruptions experienced this year.

Our school athletics carnival took place on 28th February, however, all sporting activities were cancelled shortly after this. There have been a couple of opportunities in the latter part of the year such as Kanga 8s cricket and our school cross-country.

The planned visit of students from Doshisha Elementary School in Kyoto in March was cancelled. We sincerely hope that our connection with Doshisha continues, and we can resume our visits to each other in the future.

## **Wellbeing**

One of our priorities for this year was to introduce the School Wide Positive Behaviour Support behaviour matrix to the student population. This was a major focus our Learning to Learn units at the start of the year. Unfortunately, each time we entered a period of remote learning and then returned to onsite learning, we had to reintroduce the matrix to the students. This will remain a key priority in 2021.

Our student leaders attended the Student Leaders Congress at Deakin University in February. This usually leads to the student leaders developing a project that focuses on wellbeing. This also fell victim to the global pandemic, however, during the second period of remote learning the student leaders did develop some wellbeing initiatives to share with their fellow students.

We continued to have the services of Melissa Lesu, our Family School Support Worker, and other staff from CatholicCare, which was of great benefit to a growing number of students experiencing anxiety.

### **Community Engagement**

Of all areas, Community Engagement was probably the one most affected by the pandemic and resulting restrictions. After first term, there were few opportunities for fundraising, parents and volunteers were not able to enter the school and face to face meetings were not able to take place. There were efforts to maintain a connection with the wider community which included social media posts of an informative and sometimes entertaining nature. Our students also sent out messages of support to the local business community which were on display in business windows for many months.

Throughout this tumultuous year, the staff and I have felt the constant support of the SAC and the parent body as a whole and we hope that we will be able to reflect on this year and focus on the positives that we can take away from it and the things that will continue to help our school and its community to grow.

Olga Lyons

Principal

## School Advisory Council Report

The School Advisory Council mostly met remotely from during 2020 due to the COVID-19 pandemic. There were no meetings for April or May during the Remote Learning time.

The meeting agendas focused primarily on implementing COVID-19 Safe Plans and Remote Learning.

Lee Schlooz, the CEO Educational Consultant, worked with the SAC, Staff and Students to identify desired characteristics of the new Principal for 2021. The appointment process took place in July. Mrs. Olga Lyons was appointed.

## Catholic School Culture

### Goals & Intended Outcomes

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### Achievements

However, despite the periods of remote learning and interruptions to our usual programs, our ever resourceful and adaptable staff continued to provide our students with as rich a faith experience and learning opportunities as possible. RE lessons continued to be part of the program during remote learning and have been a priority area since our return to onsite learning.

#### VALUE ADDED

We were able to have our beginning of year mass prior to the COVID-19 Pandemic.

An end of year 6 graduation was held, with parents only attending, in an outdoor setting.

## Community Engagement

### Goals & Intended Outcomes

To communicate student academic and behaviour progress to parents using Dojo and See-Saw apps.

### Achievements

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### PARENT SATISFACTION

The 2020 Insight SRC survey was completed at the height of a global COVID-19 pandemic. Parents results were generally at the same level as the 2016 parent opinion survey except for the following areas.

1. Reporting to Student Progress which declined from 73 to 55
2. Student Connectedness to School went from 91 to 81
3. Student Motivation declined from 85 to 77.

However, Student Safety went from 70 to 80. This was at a time when the students were learning from home. Parents indicated informally and through survey data that they were very satisfied with the support they had received from the school during Remote Learning and with the level of COVID-19 safety strategies that the school had put in place to keep students, staff and parents safe at the school site.

## Leadership & Stewardship

### Goals & Intended Outcomes

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Our Leadership Team comprising Andrea Lane (Deputy Principal/ Learning Diversity Leader), Leanne Mahney (PLC Leader), Antonia Balmer (Wellbeing Leader), Annie Forrest (Religious Education Leader), and myself met fortnightly throughout the year to monitor the implementation of our Annual Action Plan. This plan was greatly impacted due to the global pandemic forcing us into periods of remote learning and the restrictions on gatherings that came with it. We were able to make some progress, however, our key priorities will be rolled over as our 2021 Annual Action Plan.

Initially, many professional development activities were cancelled due to restrictions on gatherings. As time went on greater use was made of platforms such as Zoom, Webex and GoogleMeet to facilitate online professional development and other meetings such as regular principal briefings.

In May we underwent a compliance review by an independent reviewer on behalf of the VRQA. This was a positive and constructive experience and we were found to be compliant.

In September/October our school community took part in the Insight SRC survey into organisational health. This data is used to develop future school improvement initiatives.

On Friday 6th November we had the signing of the school transfer agreement between Fr John Fitzgerald and DOBCEL. This was a significant event with Fr John relinquishing his role as employer after a long history of the parish priest or canonical administrator having that responsibility.

We are still waiting for news of our application for Capital Grants funding, so we can proceed with the first stage of our master plan. We hope to hear favourable news soon.

At the end of this year we will be farewelling Andrea Lane, Jo Wollermann and Fraser Paton. We thank them all for their service to St Patrick's and wish them well for their futures. We also wish Emily Dwyer, Michelle Malone and Monique McCartney well as they begin their various periods of leave and look forward to their return.

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### Achievements

We provided a consistent and comprehensive Remote Learning Program for all students.

Our VRQA compliance review was successful.

We completed the Insight SRC survey.

The DOBCEL school governance transfer was signed.

The Capital Grant to build additional classrooms and a flexible learning space was approved late in the year.

**EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING**

Description of Professional Learning undertaken in 2020

The Professional Plans for 2020 were suspended due to the impact of the Global COVID-19 Pandemic. A joint VCOP day with neighbouring schools had been planned for March but had to be cancelled.

Early in Term 1 staff attended a SWPBS Professional Learning day facilitated by the Catholic Education Office.

Some teachers completed their Accreditation to teach RE through the REAP Program.

Teachers were able to complete online Compliance Modules and online Special Education Modules, while working from home and managing home learning programs.

Number of teachers who participated in PL in 2020	13
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Average expenditure per teacher for PL	\$300
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**TEACHER SATISFACTION**

2020 was a difficult year for all staff as we had to learn to adjust to Remote Learning due to the COVID-19 pandemic and had an Interim Principal for the year because the previous Principal had resigned near the end of 2019 to take up another position.

When the classes returned to onsite learning, the teachers had to deal with a good deal of wellbeing and behavioural issue as the children tried to readjust back to formal learning modes. All things considered, the teachers did a remarkable job and maintained their high level of professionalism.

**The 2020 Insight SRC survey results.**

The Four Pillars of Culture

Empathy - 56.1

Learning - 62.6

Clarity - 55.9

Engagement - 53.2

All areas of the Organisational Climate were lower than previous years but were still in the average band for all schools.

The Pandemic Related questions indicated that the teachers were feeling more supported by their colleagues and leadership than in all Victorian schools. They were more satisfied with the resources and time provided to do their work. They also felt safer than teachers in other Victorian schools.

#### TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	82.6%
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#### ALL STAFF RETENTION RATE

Staff Retention Rate	90.0%
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#### TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	0.0%
Graduate	18.2%
Graduate Certificate	9.1%
Bachelor Degree	63.6%
Advanced Diploma	27.3%
No Qualifications Listed	18.2%

#### STAFF COMPOSITION

Principal Class (Headcount)	3.0
Teaching Staff (Headcount)	21.0
Teaching Staff (FTE)	15.5
Non-Teaching Staff (Headcount)	13.0
Non-Teaching Staff (FTE)	11.1
Indigenous Teaching Staff (Headcount)	0.0

## Learning & Teaching

### Goals & Intended Outcomes

To improve student writing and spelling outcomes.

To implement SMART Spelling.

To review our Writing Essential Learnings.

To give senior Japanese students the experience of visiting Doshisha elementary School in Kyoto.

### Achievements

The data gained from the Numeracy interviews held at the end of last year and the Literacy interviews held at the beginning of this year enabled teachers to organise their class groupings and begin their teaching programs straight away.

We also had our essential learnings in Maths, Reading and Writing from which teachers developed pacing guides to follow.

The advent of remote learning meant major adjustments to these plans were required. Upon our return to onsite learning, we have focussed on the essential areas of literacy, maths, RE and wellbeing. Plans are in place to support students learning in 2021 in light of the interruptions experienced this year.

Our school athletics carnival took place on 28th February, however, all sporting activities were cancelled shortly after this. There were a couple of opportunities in the latter part of the year; such as Kanga 8s cricket and our school cross-country.

The planned visit of students from Doshisha Elementary School in Kyoto in March was cancelled. We sincerely hope that our connection with Doshisha continues, and we can resume our visits to each other in the future.

### Classroom Programs and Targeted Teaching

Across all classrooms in St. Patrick's School, we recognised the importance of both quality planning and programming to meet the needs of a wide and diverse range of students.

It enabled students to best meet their milestones in reading, writing, speaking and listening. Our teachers include the following common principles of best practice -

- Daily reading - modelled and shared.
- Small focussed and targeted teaching groups in both reading and writing.
- Daily Writing - modelled and shared.
- Implementation of the Modern Victorian Cursive Handwriting workbook.
- OLSEL (Oral Language Supporting Early Literacy) strategies to promote correct and confident speech
- Dynamic grouping to meet strategic needs of individuals
- SMART Spelling program
- THRASS Spelling strategies

- Fountas and Pinnell reading materials and assessment
- VCOP (Vocabulary, Connectives, Openers and Punctuation) Program to assist writers in their work
- Enhancing descriptive writing - The Misty Adoniou Approach to literacy.
- Employment of colourful semantics (junior classrooms).

Teachers worked to maintain these common threads in their At Home and At School programs. Weekly and term team planning and regular collection of work samples and analysis of data, enabled us to adjust our focus to best engage and support learning with the children.

### **Learning Diversity - Catering for Individuals Literacy Needs**

Students at St Patrick's school have a wide baseline on skills and learning requirements. This is the case across learning areas and classrooms. To work with children who are yet to meet their benchmarks in literacy, we provide specific interventions to support them in their reading, writing, listening and speaking.

#### **These are labelled in 3 categories -**

Tier 1 - Classroom teacher adjustments

Tier 2 - Small Group instruction

Tier 3 - Individual learning support

The following programs were available to students in 2020 to support their literacy learning in the following areas -

Fountas & Pinnell LLI Supported Reading Program - Years 3/4 (11 students)

Enhancing Reading Information Knowledge ERIK - Years 3/4 (3 students)

Rapid Generalisation as required at any year level (7 students)

Reading Recovery - Year 1 (4 students)

Reading Tutor Supported Reading Program - Year 5/6 (4 students)

Tier 2 & 3 Classroom Adjustments - All students

7 new referrals for assessments (Consultation Requests) were submitted to CEO during 2020.

Parent Support Group meetings were held both face to face and via Google Meet or phone call during the year.

Personalised Learning Plans were emailed to families and a reply email was acknowledgment of the goals.

All documents were uploaded to SIMON for storage and accessible by classroom teachers and LSOs if necessary. LSOs were responsible for uploading notes to SIMON also. This was in an attempt to remove sensitive information from the Drive.

ROSAE was used to lodge new Consultation Requests.

## STUDENT LEARNING OUTCOMES

### Data Collection and Analytical Planning.

The following data reflects some of key progress made in literacy learning in 2020 at St Patrick's School. While these graphs refer to National Benchmarks, individual student results drive team planning and programming to teach where the learning needs are found. We work to enrich and extend student understandings as identified by their data, targeting instruction to their range of proximal development.

### Reading - Comprehension Years 3 - 6

Lexile Reading Comprehension Data demonstrated that all year levels improved between 100-200 lexile points from the first test in term 1 to the second test in term 4.

### PAT Reading - Years 1 - 6

#### Whole School Data

Year 1 - 77.8% at or above standard / 22.2% below standard

Year 2 - 64.5% at or above standard / 35.5% below standard

Year 3 - 40.9% at or above standard / 59.1% below standard

Year 4 - 93.4% at or above standard / 6.6% below standard

Year 5 - 90.2% at or above standard / 9.8% below standard

Year 6 - 91.4% at or above standard / 3% below standard

### PAT Spelling - Years 2 - 6

#### Whole school

Year 2 - 73.3% at or above standard / 26.7% below standard

Year 3 - 65.0% at or above standard / 25.0% below standard

Year 4 - 93.4% at or above standard / 6.6% below standard

Year 5 - 68.0% at or above standard / 31.0% below standard

Year 6 - 73.4% at or above standard / 26.6% below standard

### PAT Mathematics Trend Data

#### Whole School

2018 - 79% at or above standard / 21% below standard

2019 - 82% at or above standard / 18% below standard

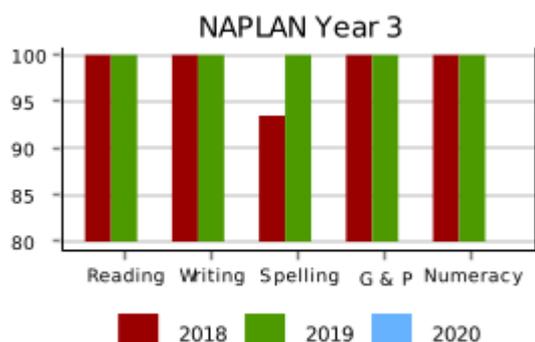
2020 - 78 at or above standard / 22% below standard

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
			%		%
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	100.0	0.0		
YR 03 Reading	100.0	100.0	0.0		
YR 03 Spelling	93.5	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	100.0	100.0	0.0		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	97.0	100.0	3.0		
YR 05 Writing	97.0	96.9	-0.1		

\* 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.



## Wellbeing

### Goals & Intended Outcomes

To implement SWPBS across our school community.

### Achievements

One of our priorities for this year was to introduce the School Wide Positive Behaviour Support behaviour matrix to the student population. This was a major focus in our Learning to Learn units at the start of the year. Unfortunately, each time we entered a period of remote learning and then returned to onsite learning, we had to reintroduce the matrix to the students. This will remain a key priority in 2021.

Our student leaders attended the Student Leaders Congress at Deakin University in February. This usually leads to the student leaders developing a project that focuses on wellbeing. This also fell victim to the global pandemic, however, during the second period of remote learning the student leaders did develop some wellbeing initiatives to share with their fellow students.

We have continued to have the services of Melissa Lesu, our Family School Support Worker, and other staff from CentaCare, which was of great benefit to a growing number of students experiencing anxiety.

At St Patrick's school our approach to Wellbeing is firmly embedded in our School's Vision and Mission.

Our overarching principles come from our adherence to our Social and Emotional programs and frameworks - Bounceback and Resilience, Rights and Respectful Relationships (RRRR). These programs address fostering resilience in young people and a positive self awareness of themselves and their relationships with their peers. RRRR focuses on the teaching of coping skills to help children respond positively to the complexity of their everyday lives. Children are taught to 'Bounce Back' after experiencing times of sadness, difficulties and frustration. Each class at St Patrick's participates in weekly lessons.

This year we began to unpack the School Wide Positive Behaviour Support Framework. Our inconsistency when dealing with behaviours was highlighted as an area of concern in our Insight SRC report. School-wide positive behaviour support (SWPBS) is a framework that brings together school communities to develop positive, safe, supportive learning cultures.

SWPBS assists schools to improve social, emotional, behavioural and academic outcomes for children and young people.

When SWPBS is implemented well, teachers and students have more time to focus on relationships and classroom instruction. Students and staff benefit from:

- increased respectful and positive behaviour
- increased time focused on instruction
- improved social-emotional wellbeing

- positive and respectful relationships among students and staff
- increased adoption of evidence-based instructional practices
- a predictable learning environment with improved perceptions of safety and increased attendance

Our interrupted year saw a start - stop approach to our unpacking of the SWPBS framework. The consistency of the Dojo points reward system was implemented very successfully in 2020. These rewards were given out when our children displayed a behaviour that was specifically highlighted in our school positive behaviour matrix. An example of this is using a 'kind tone in the classroom.' We look forward to continuing to work with this framework in 2021 with the support of Anne Ruddell from the CEO and Dan Petro.

St Patrick's is a 'KidsMatter' school and we are guided by its mental health and wellbeing framework. KidsMatter provides our school with the methods, tools and support to guide us in our work with parents and carers, health services and the wider community, to nurture happy and balanced children. We have a team, that before our COVID restrictions, met termly to discuss how we can meet the needs of our children and school families.

#### VALUE ADDED

Teachers were in constant contact with students to check on their wellbeing during COVID-19 lock down periods. Additional time went into providing opportunities for children to reflect on their wellbeing and to learn coping strategies when they were feeling stress or worried.

Despite the COVID-19 interruptions we began implementing the SWPBS approach to behaviour management. Staff collaboratively designed a behaviour matrix using the categories of...Be Respectful; Be Safe; Be a Learner.

Our school also used the seven priority areas of the Achievement program to guide our whole school approach to Health and Wellbeing.

Melissa Lesu, our School Family Support worker, provided valuable support to our students, families and staff.

We have also implemented:

Head Heart Start to Life - A mindfulness program specifically for Foundation and Year 4 students.

Personal Development Program - Yr 5

These programs were facilitated by our Moyne Health Community Nurse - Elissa Johnson

As well as these individualised programs St Patrick's children were provided with the following health and wellbeing initiatives:

Playpod Equipment - St Patrick's has a play alternative for those children who like to play imaginatively in the yard. The playpod equipment - pipes, bread trays, wooden blocks and tyres can be used to build creations in the yard.

Our "Buddy" program, linking our Foundation students with a Yr 6 Buddy, continued to support our young students throughout their first year at school, when they were onsite.

All staff trained are trained in CPR and Anaphylaxis and Asthma management.

## STUDENT SATISFACTION

The 2020 Insight SRC survey was completed by students during a Global COVID-19 Pandemic.

As a result, the Student Emotional Wellbeing was significantly lower than in the 2016 Insight SRC survey.

1. Student Morale 83-66
2. Student Distress 85-74
3. Connectedness to School 88-73
4. Managing Emotions - Describing Emotions 42

Student Safety remained high 84-81 which aligns with 50% of Victorian Primary Schools.

The 2016 survey data showed our Student Wellbeing averaged in the Middle 50% of Victorian Primary Schools.

The 2020 survey data shows our Student Wellbeing averages in the Lower 25% of Victorian Primary Schools.

The Student Wellbeing Aggregate declined from 83.7 to 71.9.

**STUDENT ATTENDANCE**

Teachers are responsible for marking the role at the beginning of the first teaching period and the last teaching period of the day. Parents who do not provide an online or phone explanation for their child's absence are contacted by the Administration Officer at 10:00am to obtain a reason for their absence.

All students were marked as present during COVID-19 Remote Learning. Parents were required to contact the school if their child was unwell or not attending to learning that day. The attendance record was amended to reflect these notifications.

**AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL**

Y01	95.7%
Y02	91.2%
Y03	96.6%
Y04	94.8%
Y05	95.6%
Y06	94.5%
Overall average attendance	94.7%

## Child Safe Standards

### Goals & Intended Outcomes

To enhance our implementation of the Child Safe Standards we implemented the School Wide Positive Behaviour Support Program (SWPBS).

### Achievements

Teachers completed their mandatory reporting module and PROTECT Child Safe Standards modules.

Through the SWPBS we focused on the mantra - BE RESPECTFUL; BE SAFE; BE A LEARNER. Positive behaviours were explored by the staff and students under the BE SAFE banner. Unsafe behaviours were also identified and consequences for unsafe behaviours were made explicit.

Students completed a Wellbeing survey to identify situations, other students or areas of the school that make them feel unsafe.

Child Safe Standards is a standing item on - The School Advisory Council; Leadership and Staff agendas.

## Future Directions

### 2021 Annual Action Plan

#### Priority 1 - To improve student Writing and Spelling outcomes

##### PEDAGOGY

- SMART Spelling rules, strategies, editing and word lists - supplement with BOB words, etymological and morphemic words
- THRASS and/or SMART for staff who have yet to be trained
- OLSEL through PLTs - phonological awareness; stretching out individual sounds, syllabification, phoneme fist, onset & rime - 15 mins daily
- VCOP Professional development and program planning continues.
- PLT team PLP goal to include a focus on Spelling.
- Coaching / mentoring opportunities to be made available.

##### ASSESSMENT

- PAT-S - in October (Yrs 2-6)
- AIST - F-1 and any lower achieving students in 2-6 conducted at the start of the year and in October
- Investigate SEAPART for use in Foundation entry assessment.
- SWST tests for Years 2-6

##### INTERVENTION / EXTENSION

- Reading Recovery, LLI, EMU, Boost Teaching, Gillon, ERIK, RAN, MiniLit, Reading Tutor, Check Ins

##### RESOURCES

- [Education Department Website](#) (evidence based pedagogy)
- SMART spelling website and manual
- OLSEL resources
- THRASS resources
- VCOP website

#### Priority 2 - To implement SWPBS across our school community.

##### PEDAGOGY

- SWPBS
- Restorative Practices
- Resilience, Rights and Respectful Relationships
- Relationships & Sexuality Program

- Bounce Back
- Circle Time as weekly Wellbeing lesson

#### ASSESSMENT

- Wellbeing Discussions - Weekly Class Meetings, Circle Time, etc.
- SIMON behavioural tracking
- Surveys (Termly wellbeing surveys, PAT Social & Emotional, Insight SRC, etc.)

#### INTERVENTION / EXTENSION

- Family School Support Worker/ Wellbeing Leader
- SEL Boost Sessions (eg; Peaceful Kids, Drumbeat, Imagination Club)
- Student Safety Plans (SSP)
- Functional Based Intervention (FBI)

#### RESOURCES

- CEOB support - Anne Ruddell
- Wellbeing Surveys (Termly)

### **Priority 3 - To enhance the Catholic School Identity through the Dialogue School Model.**

#### PEDAGOGY

- Awakenings, Strand Based Enduring Understandings, Spiritual capabilities and Shared Christian Praxis
- Understand ECSI eg. PCB, Dialogue, Recontextualisation
- Develop understanding of scripture
- Catholic Social Teachings

#### ASSESSMENT

- Rich assessment tasks that promote creative and critical thinking and address stated outcomes
- Provide opportunities for students to reflect on their faith and learnings
- Catholic Social Teachings survey for teachers and students

#### RESOURCES

- ECSI data
- [Catholic Social Teachings](#)
- Awakenings core documents
- CEOB staff