St Patrick’s Parish Primary School, Port Fairy

2014 ANNUAL REPORT to the School Community

REGISTERED SCHOOL NUMBER: 0599
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Minimum Standards Attestation

I, Sue Paulka, attest that St Patrick's Parish Primary 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 2007 (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 2014 school year under the Schools Assistance Act 2008 (Cth) and the Schools Assistance Regulations 2009 (Cth)

22 May 2015
Our School Vision

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 and learning
• Respecting the uniqueness of each person
• Enjoying life as part of a community
School Overview

Statistics

2014 enrolment 162
Number of families 105
EMA students 13.3%
Catholic students 109
Number of teachers 7 full time
6 part time
Ancillary staff 1 bursar/administration officer
(all part time) 1 administration officer
3 learning support officers
1 library technician
1 school service officer

Goals for 2014

During 2014, the goals for St Patrick’s were:

• To develop the school’s identity as a Catholic school in today’s world
• To improve writing standards with a particular focus on writing conventions
• To improve Spelling standards
• To improve Numeracy standards particularly in Place Value, Space and Measurement
• To strengthen student engagement and responsibility for their learning
• To enhance student emotional, social and physical wellbeing
• To improve teacher confidence and quality teaching
• To enhance and strengthen community partnerships
Specific strategies to achieve these goals were:

• To celebrate the school and Good Samaritan’s heritage and history
• To establish and embed a school model for self-directed learning
• To use ICT to engage students in purposeful, self-directed learning
• To build student capacity to assess learning progress and make wise learning choices
• To strengthen the inclusive nature of the St Patrick’s school community
• To design, implement and review team projects that incorporate team planning, co-teaching, differentiation, student choice and assessment for, as and of learning
• To effectively develop and integrate the use of ICT for planning, collaborating and communicating
Principal’s Report

Catholic School Culture

Our whole school attended Mass for the beginning of the school year, Ash Wednesday, St Patrick's Day and to give thanks for the success of the school year.

Teaching teams continued to plan Religious Education units of work by using the model of Shared Christian Praxis and focussed particularly this year on designing rich assessment tasks.

The Mini-Vinnies group continued their development and outreach programs to others in our community and participated in a district wide Mini-Vinnies day in Warrnambool. Catholic Education Week was celebrated with Mass, house group activities and an open school day. Our Year 6 students participated in the Network Mass for the launch of Catholic Education Week in Warrnambool and Staff attended a Catholic Education Week Network liturgy. The Centenary Mass for the Good Samaritans 100th anniversary in the Port Fairy Parish, celebrated on May 27th was a highlight of the year and was an excellent tribute to these women. There were a few hundred people in attendance and all enjoyed the opportunity to reconnect with old friends. We are very lucky to still have Sr Claire and Sr Maureen as part of our school community.

Fourteen children celebrated the sacrament of Confirmation and thirteen children celebrated the sacrament of Eucharist. Both were joyful occasions for our students and their families.

Our senior students chose House group names this year after conducting some research. The students were asked to decide on names that had some association with our school over its long history. House group names chosen were Polding (Yellow), Winnen (Red) and Mackillop (Green).

On the first two days of term 3, staff attended a two-day Religious Education conference in Warrnambool. The theme of the conference was “Re-imagining God” and it provided us with the opportunity to reflect on our own faith, as well as how we present the Catholic faith to our school and parish community. As a result of our learning over these two days, all classes have introduced Christian meditation on a regular basis.

A Religious Education wall in our main entry corridor was established to provide a focal point as people enter our school.

Learning and Teaching

Our professional learning this year has been targeted towards self-directed learning. Attention has been given to continuing to implement personalised student learning and self-directed learning strategies into our teaching and learning programs in order to enhance and strengthen student engagement.

OLSEL (Oral Language Supporting Early Literacy) also continued to be a focus in each classroom, following on from the work we began last year.

The use of technology to enhance learning continues to be a focus within our classroom programs.

Academically, the majority of our students again performed above National Benchmark standards in Yr 3 and 5 NAPLAN Literacy and Numeracy assessments. Our Yr 3 children performed particularly well, with all students achieving above the National minimum standards in all tests. All our Yr 5 students were at or above the National minimum standards in Reading, Grammar & Punctuation and
Numeracy. There was only one student below the minimum standard in Spelling and Writing. The student who performed below standard is one with particular learning needs.

Support has continued to be given to students who need extra assistance or extension through our SELL, Reading Recovery, MultiLit and EMU programs.

Students had the opportunity to compete in a number of interschool sports through the course of the year including swimming, athletics, cross country, equestrian, football, netball, basketball and cricket. A number of individuals and teams reached district final level and one student competed in the State athletics finals.

A number of students also participated successfully in the Warrnambool Eisteddfod. Our Artist in Residence program with Kathryn Weatherly provided the students with opportunities to experience work with different textiles. All our students enjoyed Emmanuel College’s performance of Annie at the Lighthouse Theatre.

Our celebrations day this year had a multicultural theme. As stated in our annual action plan, one of our school aims is to expose our students to other cultures whilst also providing them with the chance to celebrate and share their own traditions and customs. Throughout this day students had the opportunity to learn more about other cultures by participating in hands on activities. As well as this, Seif Sakate came and presented a video illustrating what life is like in his home town in Tanzania and Brett Clarke came to teach the children traditional Aboriginal songs taught to him by his grandfather. Members of our community joined in the festivities and participated in a special lunch.

**Student Wellbeing**

We continued to participate in the KidsMatter program, completing Component 4, and the KidsMatter Core Team developed a number of initiatives to promote and enhance parent, student and staff relationships and wellbeing. We have now applied for full recognition as a KidsMatter school.

The South West Healthy Kids project also provided support in promoting the health and wellbeing of our students and families. A number of parents took part in a cooking class hosted by the Community Health Chef. Following this class, a seminar was given providing facts about the health of school lunches in Port Fairy and the importance of good nutrition. Participants had the chance to discuss with our Community Health Team the challenges they are faced with in regards to health and nutrition.

Paddy’s Pantry, our school cooking group, met weekly to cook something healthy and nutritious with produce from our school garden. They also took part in a Food Revolution Day to celebrate the importance of cooking good food and raise awareness of how it impacts our health and happiness.

The Bounce Back social and emotional learning program has continued to be implemented across the school and this continues to make an impact on the development of resilience strategies in our students.

Marg Watson, our Family School Support Worker, provided valuable support to our staff, students and their families. Marg also met regularly with our student leadership team.
The Preparing for Adolescence program, facilitated by Centacare, was well supported and provided valuable skills and strategies for parents.

Our fortnightly house group activities provided students with an opportunity to build relationships with a variety of students in the school.

Staff undertook a refresher course on restorative practice and circle time to update our skills and knowledge in this area.

Our student leaders were involved in a project to raise awareness of the need and benefits of a local centre for the treatment of cancer patients. They called their project “Everyone Has A Story.” This was done in conjunction with teams from other Warrnambool and district schools and raised over $28,000 for Peter’s Project.

**Leadership and Management**

Our enrolment this year has been 162 students, which is an increase of 13 students from the previous year. We welcomed 7 new families as part of our Prep enrolment of 25 students. Besides our new Preps, we had 2 other new enrolments, one in Yr 1 and one in Yr 5. We welcomed Emily Dwyer and Abby Frost back to our staff this year after maternity leave and welcomed Alicia Moloney as a Learning Support Officer.

The School Advisory Council undertook a number of policy reviews during the year, including School fees, SunSmart and Anaphylaxis management.

We worked with Kevin Cummins from the Catholic Education Office to develop a 4 year ICT strategic plan that will include the introduction of a 1:1 iPad program in Year 5 & 6 next year. Successful grant applications this year included:

- $10,000 grant from WDEA to purchase Perceptual Motor Program (PMP) resources that will be used by our junior children and iPads to assist our dyslexic children
- $3,000 from Bicycle Network Ride2School program to purchase 9 bikes and helmets for our bike education program.
- $1000 from AFL Victoria for new goalposts
- Defibrillator for our school hall from a Warrnambool business

**School Community**

Parent involvement in our school continued to be strong and took many forms in 2014 including classroom helpers, working bees, School Advisory Council, Parents and Friends, library assistance, excursions and fundraisers.

The Parents and Friends continued their popular fundraising activities and provided funds to ensure that the children are provided with resources to assist their school life and learning.

The annual St Patrick's school fete was a great success, raising money to assist with the recurrent costs of the school.

A termly informal Parent Forum ensured parents were given the opportunity to provide feedback and suggestions for school improvement.
The “Little Paddies” playgroup continued to run on Monday mornings for school and community families.

Community activities undertaken to strengthen our relationship with the local community included Mother's Day Breakfast, Father's Day Breakfast, Folk Festival performance, Christmas Breakfast, Meals on Wheels, Dads & Kids Footy night, Party Plan day, visits to Moyneyana House, Santa Scamper family fun run and the school fete.

Regular meetings with the Port Fairy Kindergarten, Port Fairy Consolidated School staff and our school staff ensured transition and other community programs were planned and implemented with maximum benefit to all stakeholders.

Our Grandparents and Special Friends Day was held at the start of Term 4. This is the first time we have held this event and it came about as a result of a recommendation from our school review last year. The day was an outstanding success and will now become part of our annual calendar.

All students took part in Folk Festival ‘Uke and Sing” workshops with Jane Thompson & James Rigby (singing) and Terry Cole (ukulele). These workshops culminated with a family concert and BBQ.

We are very fortunate to have a fantastic school community and I offer my sincere thanks to all who contribute to ensuring St Patrick's remains a successful, welcoming learning environment.

Sue Paulka
Principal
Education in Faith

Goals & Intended Outcomes

Goal:

- To develop the school's identity as a Catholic school in today's world

Intended Outcomes:

- A deeper understanding of scripture for teachers that they can then share with their classes, as appropriate
- Evidence of Rich Assessment Tasks in Awakenings units
- Revised Vision and Mission Statement

Achievements

A Religious Education wall in our main entry corridor was established this year to provide a focal point as people enter our school and to identify us visually as a Catholic school.

St Patrick’s continues to place its responsibilities in the education in faith and spiritual development of our students at the forefront of all our work. We aim to ensure that the spirit of our Catholic culture permeates all aspects of our school.

The Religious Education program continued to develop with the support of Jen Coffey, the Religious Education Coordinator. Time has been provided this year to allow the REC to plan Religious Education teaching units of work with teaching teams. Teachers plan their units online and utilise the many resources available on the Awakenings website to enhance this planning. This has resulted in further opportunities to embed Shared Christian Praxis into practice and incorporate aspects of inquiry learning into the planning, teaching and learning processes.

Religious Education was taught on a daily basis in all classes and meshed into the fabric of school life. Prayer formed part of daily classroom routines and also marked the beginning of school assemblies, Staff meetings and School Advisory Council meetings. Each week at our school assembly, a class took responsibility for the beginning prayer. During October, classes considered issues of the poor and disadvantaged during Mission week.

Our Sacramental program continued as a parish based program, with support from the school. Fourteen children celebrated the sacrament of Confirmation and thirteen children celebrated the sacrament of Eucharist.

The school continued to take responsibility for organising a weekend Parish Mass once a term. Some of our classes were also involved in attending Masses for the Sick and Elderly and then providing and serving morning tea to parishioners after Mass. These initiatives continue to provide opportunities to reach out and involve our school in the wider life of the Parish. Whole school masses were held to celebrate the beginning and end of the school year, St Patrick's Day, the 100th anniversary of the Good Samaritan nuns in our community, the Feast of the Assumption and All Saints Day.
The Mini-Vinnies group continued their development and outreach programs to others in our community and participated in a district wide Mini-Vinnies day in Warrnambool. They initiated a number of fundraising opportunities, including taking part in a “wheelie wash” at Moyneyana House where they washed the elderly residents’ gophers and wheelchairs and a Christmas toy donation. The money from both these events was donated to the Vinnies Christmas appeal.

Catholic Education Week was celebrated with Mass, house group activities and an open school day. Our Year 6 students participated in the Network Mass for the launch of Catholic Education Week in Warrnambool and Staff attended a Catholic Education Week Network liturgy.

2014 was the 100th anniversary of the arrival of the Good Samaritan sisters in the Port Fairy parish. These women were instrumental in the development of St Patrick’s School. A Centenary Mass was celebrated on May 27th and was an excellent tribute to these women. There were a few hundred people in attendance including Bishop Paul Bird, and Sr Clare Condon, the superior of the Good Samaritan order in Australia. Everyone enjoyed the opportunity to reconnect with old friends. Our school is very lucky to still have two Good Samaritan nuns, Sr Claire and Sr Maureen, as part of our school community.

Our senior students chose House group names this year after some research. The students were asked to decide on names that had some association with our school over its long history. House group names chosen were Polding (Yellow), Winnen (Red) and Mackillop (Green).

Staff had the opportunity to reflect on their own faith at a 2 day Religious Education conference held in Warrnambool on the first 2 days of term 3. The theme of the conference was “Re-imagining God” and it provided us with the opportunity to reflect on our own faith, as well as how we present the Catholic faith to our school and parish community. Christian meditation was one stream of the conference and all teachers have now introduced this practice to their classes on a regular basis. The conference also provided teachers with opportunities to deepen their understanding of scripture and access a range of resources with which to share this knowledge with students.

Outreach to members of our wider community was undertaken with fundraising days for Catholic Mission and delivering Meals on Wheels to older members of our local community.

We thank our parish priest, Fr Bill, for the interest he continues to show in our school.

VALUE ADDED

In 2014, St Patrick’s undertook the following activities to enhance Catholic School Culture:

- Good Samaritan Centenary mass
- Visual Religious Education wall
- Christian meditation
- Class masses and liturgy
- School-led Parish masses
- Regular meetings with the Parish Priest
- REC planning with teaching teams
- Daily class prayer
- Assembly prayer
- Implementation of the Awakenings curriculum
Learning & Teaching

Goals & Intended Outcomes

Goals:
• To improve writing standards with a particular focus on writing conventions
• To improve Spelling standards
• To improve Numeracy standards particularly in Place Value, Space and Measurement
• To strengthen student engagement and responsibility for their learning

Intended Outcomes:
• Evidence of growth in spelling assessments
• Student learning tasks to focus on individual point of need as identified by testing data
• Students to use reflective journals to set goals and reflect on learning using success criteria

Achievements

All Learning and Teaching at St Patrick’s is based on the AusVELS curriculum. Specialist programs were offered in Japanese (Yr 6, Yr 5 and Yr 4), music, PE and art. This year the Artist in Residence program, funded with proceeds from our Folk Festival BBQ, had a visual arts focus and was facilitated by Kathryn Weatherly. The students were involved in learning a variety of art techniques including puppet making and silk painting.

Teachers undertook individual literacy and numeracy assessment of all students at the beginning and end of the year and used this data to inform their teaching practice. Prep students were also screened to determine any difficulties with auditory and visual processing and perception. Individual programs were then undertaken to address identified needs.

Teachers worked throughout the year on refining our spelling and writing programs, as well as increasing the opportunities for students to develop their problem solving skills. Classroom practice was supported by teacher professional development at Professional Learning Team meetings. Individual support was provided to classroom teachers to refine their practice and develop their range of teaching strategies. OLSEL (Oral Language Supporting Early Literacy) continued to be a focus in classrooms.

Professional development concentrated on strengthening student engagement and assisting students to take responsibility for their own learning. Ensuring learning intentions and success criteria were made clear to students was a focus. Students were encouraged to reflect on their learning and achievement of success criteria in their reflective journals.

Teachers used the English, Mathematics, Science and History strands of AusVELS to plan inquiry units and attention was also given to continuing to implement personalised student learning and self-directed learning strategies into our teaching and learning programs in order to enhance and strengthen student engagement.

Our annual celebrations day this year had a multicultural theme. This day exposed our students to other cultures whilst also providing them with the chance to celebrate and share their own traditions and customs. Throughout the day students had the opportunity to learn more about other cultures by
participating in hands on activities. As well as this, Seif Sakate came and presented a video illustrating what life is like in his home town in Tanzania and Brett Clarke came to teach the children traditional Aboriginal songs taught to him by his grandfather. Members of our community were invited to join in on the festivities and participate in a special lunch.

Academically, the majority of our students again performed above National Benchmark standards in Yr 3 and 5 NAPLAN Literacy and Numeracy assessments. Our Yr 3 children performed particularly well, with all students achieving above the National minimum standards in all tests. All our Yr 5 students were at or above the National minimum standards in Reading, Grammar & Punctuation and Numeracy. In Spelling and Writing, all students except one, were at or above the National minimum standards. The student who performed below standard is one with particular learning needs.
Our school continued to provide extension and intervention programs for students who need further challenge or support, with Reading Recovery, SELL (Supporting Early Literacy Learners), ERIK (Early Reading Intervention Knowledge, MultiLit, and EMU (Extending Mathematical Understanding). 50 students received extra assistance or extension in some form over the course of the year.

The use of technology to enhance learning and increase student engagement continues to be a focus within our classroom programs.

Students had the opportunity to compete in a number of interschool sports through the course of the year including swimming, athletics, cross country, football, netball, equestrian, basketball and cricket.

A number of students also participated successfully in the speech and drama section of the Warrnambool Eisteddfod, with one student taking out the overall trophy.

Teachers took part in professional learning activities related to Personalised learning, Religious Education, Literacy, Numeracy, Special Education, Assessment and Reporting, ICT and Student Wellbeing.

**STUDENT LEARNING OUTCOMES**

All Year 3 students achieved at or above the National Minimum standards in all NAPLAN tests.

All our Yr 5 students were at or above the National minimum standards in Reading, Grammar & Punctuation and Numeracy. In Writing and Spelling, all students except one, were at or above the National minimum standards. Although this showed a slight decrease in these subject areas compared to results in 2012 and 2013, it was only one student who performed below standard and this student is one with particular learning needs. Teachers are confident that our continued emphasis in these areas will continue to produce positive results in the future. It should be noted that there was an increase in achievement in Mathematics and Grammar and Punctuation compared with 2012 and 2013.

Of particular note this year was the decreased gap between our lower performing students and the rest of the class.
Student Wellbeing

Goals & Intended Outcomes

Goal:

• To enhance student emotional, social and physical wellbeing

Intended Outcomes:

• Whole school celebration day of other cultures
• Students keep and regularly contribute to an online reflective journal focussing on their identified goals
• School to receive recognition as a KidsMatter school

Achievements

The KidsMatter initiative continued to be implemented this year. We completed Module 4, Helping Children with Mental Health Difficulties and the KidsMatter Core Team developed a number of initiatives to promote and enhance parent, student and staff relationships and wellbeing.

The Bounce Back program was implemented across all year levels as part of the Social and Emotional learning component and ensured specific social and emotional strategies were taught at every year level. This program continues to make an impact on the development of resilience and mental health and wellbeing strategies in our students.

As a member of the Vic Achievement program, we continued to work on establishing a comprehensive approach to health that will support student engagement and wellbeing. We continued to encourage and support student wellbeing through the promotion of healthy eating and an active lifestyle. Walk/ride to School days were held each term and students participated in interschool competitions in swimming, athletics, cross country, basketball, netball, football, cricket and equestrian. Participation in the South West Healthy Kids project also provided support in promoting the health and wellbeing of our students and families.

Our “Buddy” program, linking our Preps with a Yr 6 Buddy, continued to support our Prep students throughout their first year at school.

Marg Watson, our Family School Support Worker, continued to provide valuable support to our staff, students and their families. Marg met regularly with our student leadership team and was available for individual and group counselling. She has also worked to develop and enhance positive relationships within our school community and provided opportunities for individual and small group wellbeing and social skill development.

Our student leaders met regularly throughout the year and were instrumental in developing a number of new initiatives and fundraising opportunities. During the first half of the year, our student leaders were involved in a project to raise awareness of the need and benefits of a local centre for the treatment of cancer patients. They called their project “Everyone Has A Story.” They gathered in July at Warrnambool’s Lighthouse Theatre, along with teams from other Warrnambool and district schools, for a Celebration Night. Each team shared their experiences over the course of the project and a cheque for the combined schools’ fundraising of over $28,000 was presented to the Peter’s Project Committee.
Paddy’s Pantry, our school cooking group, took part in a Food Revolution Day. The aim of this day was to celebrate the importance of cooking good food and raise awareness of how it impacts our health and happiness. Each week the cooking group met and cooked something that included produce from our school garden and was healthy and nutritious.

House groups, comprising mixed groups of students from Prep – Year 6, met fortnightly to undertake various community-building activities. Our house groups provide students with an opportunity to build relationships with a variety of students in the school.

All students took part in Folk Festival workshops with Jane Thompson and James Rigby and these workshops culminated in a concert at our beginning of year function for school families.

Our Year 6 students took part in a 3 week SurfGroms program at the end of the year and all other students participated in weekly swimming lessons during Term 4.

A $3,000 grant was received from the Bicycle Network Ride2School program to purchase 9 bikes and helmets for our bike education program. The bikes were used by the Yr 4,5 and 6 students for a Bike Education program, which culminated in rides along the rail trail to Koroit and return.

A whole school approach to student management continued with our emphasis on Restorative Practices.

All staff trained in Level 2 First Aid, and Anaphylaxis and Asthma management.

To assist parents to develop their own skills in supporting their children’s health and wellbeing, The Preparing for Adolescence program, facilitated by Centacare, was offered and was well supported. Lunchtime activities offered to students included chess club and running group.

We were successful in obtaining a $10,000 grant from WDEA to purchase Perceptual Motor Program (PMP) resources that are used by our junior students and iPads to assist our dyslexic students. The grant was aimed at providing resources for students with a disability.

**NON ATTENDANCE**

Parents are asked to account for student’s non-attendance with written notification. Where there are issues of lengthy ongoing non-attendance, parents are contacted and asked for an explanation. A program of management is then enacted if required.

**STUDENT SATISFACTION**

In the InsightSRC School Improvement Framework Student Survey, completed in 2014, data indicated that the majority of students feel good about being a student at St Patrick’s. The average score from students for Student Morale was 5.7 out of a possible 7, Connectedness to School was 4.2 out of a possible 5 and Connectedness to Peers was 4.3 out of a possible 5.
VALUE ADDED

Activities related to the additional curricular and extra-curricular activities which our school offers which ‘add value’ to the well-being of our students are as follows:

- School support worker
- Student leadership program
- House groups
- Vic Achievement Program
- Walk to school days
- Restorative practice
- Gardening group
- Environment group
- Folk Festival workshops
- Sports activities
- Chess club
Leadership & Management

Goals & Intended Outcomes

Goal:

- To improve teacher confidence and quality teaching

Intended Outcomes:

- e-learning portfolio development
- Self-directed learning model
- Improved teaching practice

Achievements

Our school enrolment continues to grow and our enrolment this year, at its peak, has been 162 students. This is an increase of 13 students from the previous year. We welcomed 7 new families as part of our Prep enrolment of 25 students and 2 new students in other classes.

Our increase in numbers allowed us a Deputy Principal position and Peter Sanderson was appointed to this role.

Our school Leadership team continued to meet regularly to plan and oversee our school improvement plan. The leadership team comprised the Principal, Deputy Principal and the three teachers in positions of leadership, namely Jen Coffey as Religious Education Coordinator, Trish Grady as Curriculum Coordinator and Samantha Kenna as Student Wellbeing Coordinator.

The School Advisory Council, led by Justin Serong, has also been an excellent support and source of advice in the future development of our school. I thank the SAC members for their commitment. The SAC successfully undertook a number of policy reviews during the year, including our Vision and Mission and our School Fees policy.

All teaching staff hold appropriate qualifications and are registered with the Victorian Institute of Teaching.

Preparations were made during the year for the execution of the next stage of our master plan – the refurbishment of the Year 1 & 2 classrooms. This project will begin in early 2015.

I wish to recognise and acknowledge the staff for the committed work they do for the students and families of St Patrick’s and for the excellent support of me as Principal. The staff are a very strong and cohesive community within themselves and this is commented on by observers. I am very proud of the culture of professional respect that exists at our school and the passion and commitment that all school staff display towards their profession and to the children in their care. I thank each staff member for their part in this.
EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2014

Teachers took part in professional learning activities related to:

- Religious Education
- Personalised learning
- Literacy
- Numeracy
- Student Wellbeing
- Leadership and Management
- Information and Communications Technology

NUMBER OF TEACHERS WHO PARTICIPATED IN PL | 17

AVERAGE EXPENDITURE PER TEACHER FOR PL | $1255

TEACHER SATISFACTION

In the InsightSRC School Improvement Framework Staff Survey, completed in 2014, data indicated that staff are very satisfied with the school and how it operates. The average score from staff for Job Satisfaction was 6.1 out of a possible 7, School Morale was 4.4 out of a possible 5 and Teacher Confidence was 4.5 out of a possible 5.
School Community

Goals & Intended Outcomes

Goals:

• To enhance and strengthen community partnerships

Intended Outcomes:

• Increased parental and community involvement
• Improved parent satisfaction on InsightSRC surveys

Achievements

Parent involvement in our school continued to be strong and took many forms in 2014, including classroom helpers, working bees, School Advisory Council, Parents and Friends, library assistance, excursions and fundraisers.

The Parents and Friends are to be commended on their fundraising activities, which provided $14,000 in funds to ensure that the children are provided with resources to assist their school life and learning. This assisted the school to purchase new laptops for classrooms to add to our technology resources. The P&F group also ensures that members of St Patrick’s community are cared for and supported throughout the year. The school recognises and congratulates the parent group for their dedication and commitment to raising funds for our school and for organising events that promote social contact.

Major fundraising events held this year included a party plan day and the “Santa Scamper” fun run/walk.

Money raised from the Folk Festival BBQ and Folk Festival camping funded our Artist in Residence program for the year and supported some recurrent costs. Sincere thanks to our BBQ coordinator, who spends many hours both before, during and after the Folk Festival weekend ensuring everything runs smoothly.

Our annual school fete provided another wonderful opportunity for the local and wider community to gather together. Sincere thanks to our Fete Coordinators and the convenors of each stall who worked tirelessly to ensure the day was a success.

Our Grandparents and Special Friends Day was held at the start of Term 4. This was extremely well attended and students, grandparents and special friends enjoyed the opportunity to share various activities and lunch together.

A Parent Forum was held each term where parents were given the opportunity to meet informally with the principal. This provided parents with an opportunity to discuss successes and challenges for the school community and to put forward ideas to assist with overall school improvement.
A number of parents took part in a cooking class hosted by the Community Health Chef. During this 2-hour cooking class participants were taught 6 different recipes that could be used for school lunches and were nutritious, as well as being quick and easy to make. Following this class a seminar was given providing facts about the health of school lunches in Port Fairy and the importance of good nutrition. Participants had the chance to discuss with our Community Health Team the challenges they are faced with in regards to health and nutrition.

The “Little Paddies” playgroup meets at school every Monday. This playgroup is facilitated by one of our school parents and attracts families not formally associated with the school as well as current school families.

Other activities undertaken to strengthen our relationship with the local community included Mother's Day Breakfast, Father's Day Breakfast, Christmas Breakfast, Meals on Wheels, visits to Mooneyana House and participation in ANZAC Day and Remembrance Day ceremonies.

Our students combined with students from Port Fairy Consolidated School for a marathon run from Port Fairy to Koroit and return, a bus safety day, sports afternoons and a Kinder/Prep picnic.

Regular meetings with the Port Fairy Kindergarten, Port Fairy Consolidated School staff and our school staff ensured transition and other community programs were planned and implemented with maximum benefit to all stakeholders.

PARENT SATISFACTION

In 2014, the school undertook the following activities to bring about overall School Improvement:

- Sustainable Schools Program
- Active After School Program
- Kinder/Schools program
- Parent social activities
- Termly parent forums
- Grandparents and Special Friends Day

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

- Support for the School Advisory Council and Parents and Friends Association
- Regular classroom helpers
- Positive feedback regarding classroom activities
- Positive playground activities
- Excellent interaction between students at all year levels
- Pastoral care for families in need
- Excellent attendance at weekly school assemblies
- Excellent attendance at school functions e.g. beginning of year school BBQ, class masses, parent-teacher interviews, class expos, parent forums

In the InsightSRC School Improvement Framework Parent Survey, completed in 2014, data indicated that the majority of parents are very satisfied with the school. The average score from parents for School Improvement was 6 out of a possible 7 and School Approachability was 6.2 out of a possible 7.
Financial Performance

<table>
<thead>
<tr>
<th>REPORTING FRAMEWORK</th>
<th>MODIFIED CASH</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$</td>
</tr>
<tr>
<td><strong>Recurrent income</strong></td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td>55,592</td>
</tr>
<tr>
<td>Other fee income</td>
<td>41,641</td>
</tr>
<tr>
<td>Private income</td>
<td>74,750</td>
</tr>
<tr>
<td>State government recurrent grants</td>
<td>400,450</td>
</tr>
<tr>
<td>Australian government recurrent grants</td>
<td>1,283,468</td>
</tr>
<tr>
<td><strong>Total recurrent income</strong></td>
<td><strong>1,855,902</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Recurrent Expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Salaries; allowances and related expenses</td>
<td>1,213,665</td>
</tr>
<tr>
<td>Non salary expenses</td>
<td>187,803</td>
</tr>
<tr>
<td><strong>Total recurrent expenditure</strong></td>
<td><strong>1,401,467</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Capital income and expenditure</strong></th>
<th>Tuition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government capital grants</td>
<td>0</td>
</tr>
<tr>
<td>Capital fees and levies</td>
<td>52,755</td>
</tr>
<tr>
<td>Other capital income</td>
<td>31,146</td>
</tr>
<tr>
<td><strong>Total capital income</strong></td>
<td><strong>83,902</strong></td>
</tr>
<tr>
<td><strong>Total capital expenditure</strong></td>
<td><strong>57,139</strong></td>
</tr>
</tbody>
</table>

| Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans) | |
| Total opening balance | 120,423 |
| Total closing balance  | 105,000 |

Note that the information provided above does not include the following items:
System levies charged to individual schools, intra-systemic transfers and diocesan supplementary capital fund (SCF) supported borrowings for primary schools. The information provided is not comparable with other educational sectors. This VRQA template is not comparable to the ACARA school-level income reporting requirements which are to be reported on the MySchool website. ACARA school level reporting requirements will require system level income from Government grants and some private income to be allocated by school. This will be a small adjustment in relation to the total level of school resources. At this stage, recurrent income from Government sources, school generated income and capital expenditure are to be reported by schools. Additionally when assessing the private income of the school include both recurrent and capital school fees.
## VRQA Compliance Data

**E2029**  
St Patrick's School, Port Fairy

### PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
<td>%</td>
</tr>
<tr>
<td><strong>YR 03 Reading</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Spelling</strong></td>
<td>95.2</td>
<td>100.0</td>
<td>4.8</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 03 Numeracy</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 05 Reading</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>100.0</td>
<td>0.0</td>
</tr>
<tr>
<td><strong>YR 05 Writing</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>95.2</td>
<td>-4.8</td>
</tr>
<tr>
<td><strong>YR 05 Spelling</strong></td>
<td>100.0</td>
<td>100.0</td>
<td>0.0</td>
<td>95.2</td>
<td>-4.8</td>
</tr>
<tr>
<td><strong>YR 05 Grammar &amp; Punctuation</strong></td>
<td>100.0</td>
<td>92.9</td>
<td>-7.1</td>
<td>100.0</td>
<td>7.1</td>
</tr>
<tr>
<td><strong>YR 05 Numeracy</strong></td>
<td>100.0</td>
<td>91.7</td>
<td>-8.3</td>
<td>100.0</td>
<td>8.3</td>
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</tbody>
</table>
## Average Student Attendance Rate by Year Level

<table>
<thead>
<tr>
<th>Year</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 1</td>
<td>93.06</td>
</tr>
<tr>
<td>Year 2</td>
<td>92.03</td>
</tr>
<tr>
<td>Year 3</td>
<td>92.86</td>
</tr>
<tr>
<td>Year 4</td>
<td>90.60</td>
</tr>
<tr>
<td>Year 5</td>
<td>90.48</td>
</tr>
<tr>
<td>Year 6</td>
<td>91.53</td>
</tr>
<tr>
<td>Overall average attendance</td>
<td>91.76</td>
</tr>
</tbody>
</table>

## Teaching Staff Attendance Rate

| Teaching Staff Attendance Rate | 96.78% |

## Staff Retention Rate

| Staff Retention Rate | 92.31% |
## TEACHER QUALIFICATIONS

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0.00%</td>
</tr>
<tr>
<td>Masters</td>
<td>20.00%</td>
</tr>
<tr>
<td>Graduate</td>
<td>40.00%</td>
</tr>
<tr>
<td>Certificate Graduate</td>
<td>10.00%</td>
</tr>
<tr>
<td>Degree Bachelor</td>
<td>40.00%</td>
</tr>
<tr>
<td>Diploma Advanced</td>
<td>70.00%</td>
</tr>
<tr>
<td>No Qualifications Listed</td>
<td>0.00%</td>
</tr>
</tbody>
</table>

## STAFF COMPOSITION

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Class</td>
<td>2</td>
</tr>
<tr>
<td>Teaching Staff (Head Count)</td>
<td>14</td>
</tr>
<tr>
<td>FTE Teaching Staff</td>
<td>10.131</td>
</tr>
<tr>
<td>Non-Teaching Staff (Head Count)</td>
<td>8</td>
</tr>
<tr>
<td>FTE Non-Teaching Staff</td>
<td>6.520</td>
</tr>
<tr>
<td>Indigenous Teaching Staff</td>
<td>0</td>
</tr>
</tbody>
</table>