



ANNUAL REPORT TO THE SCHOOL COMMUNITY

St Patrick's Parish Primary School
Port Fairy



2018

REGISTERED SCHOOL NUMBER: 599

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Contact Details

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E NUMBER	E2029

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 2017 (Vic)*, except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2018 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*

4 April 2019

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, 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

2018 enrolment	207
Number of families	120
CSEF students	13
Catholic students	123
Number of teachers	11 full time 9 part time
Ancillary staff	1 bursar (P/T) 1 administration officer (F/T) 9 learning support officers (P/T) 1 library technician (P/T) 1 school service officer (P/T)

Goals for 2018

During 2018, the goals for St Patrick's were:

- To strengthen the school's Catholic identity we will build staff theological knowledge and understanding, and use of Shared Christian Praxis in order to move further towards becoming a dialogue school
- To ensure all students achieve at or above standard we will develop and implement sound pedagogical practices that lead to effective teaching and learning
- In order to develop a safe and positive learning environment for all, we will develop and implement consistent behaviour support practices and make these explicit to our school community

Specific strategies to achieve these goals were:

- Utilise the Caritas resources to create Catholic Social Justice links to RE learning units
- Provide Professional Learning for staff related to the new Awakenings curriculum, interpreting ECSI data and Catholic Social Justice teaching
- Develop a template of Shared Christian Praxis and Social Justice for use during unit planning
- Conduct student led Online Learning Showcase opportunities for families to access SeeSaw, coding, cyber safety strategies
- Use social media and school newsletter to promote learning
- Ensure all staff have opportunity to be coached and link coaching to PLPs
- Plan for implementation of PLC over the next 5 years
- Use data protocol to inform teaching and learning and triangulate data to direct teaching
- Identify high achieving students through examination of data (MAI, Fountas and Pinnell, PAT) and explicitly plan direction for these students
- Revisit best practice through teacher professional development in explicit literacy and maths strategies
- Develop consistent whole school behaviour management practices

Principal's Report

Our school continues to grow, with an enrolment this year of 207 students. This is a 73% increase since 2007 and is testament to the excellent work conducted by the whole school community. As a result of this growth, we finalised a new master plan to ensure we have the facilities in the future to cater for our needs. The execution of this master plan will be dependent on our ability to obtain funding for the planned capital improvements.

Religious education has focussed on the implementation of the new Awakenings curriculum and there has also been a conscious effort to link our teaching and learning with Catholic Social Teaching Principles.

Our work as a Professional Learning Community (PLC) continued to gather pace this year as we consolidated our use of reading Essential Learnings as part of the English component of the curriculum. Reading and Maths are now part of our core PLC learning.

A highlight of the year was the introduction of our Alternative Play program, an initiative of our Student Leadership team. This project has ensured we offer our children a number of options for play during break times. It has also given students the opportunity to further develop their social skills, as well as enhance their personal and collective wellbeing.

I am very appreciative of the hard work done by the School Advisory Council who provide sound advice on the effective management of the school and the Parents and Friends Association who not only raise money for resources for our children but provide opportunities for community engagement and growth.

I also wish to thank our staff who dedicate themselves to provide our students with excellent learning opportunities.

Thank you also to Fr Bill van de Camp, our Canonical Administrator, who continues to support us in ensuring our school remains a welcome, vibrant and successful Catholic educational community.

Sue Paulka
Principal

Catholic School Culture

Goals & Intended Outcomes

To strengthen the school's Catholic identity we will build staff theological knowledge and understanding, and use of Shared Christian Praxis in order to move further towards becoming a dialogue school.

Achievements

St Patrick's has continued our tradition in 2018 to provide our students with a rich faith experience and a wide range of learning opportunities based in the faith of the Catholic Church. Termly parish masses, school based prayer and whole school liturgy, year level liturgy, class prayer and a planned Catholic community approach to good works, have been the basis of this work.

The Religious Education Program at St Patrick's School lies at the heart of our School Vision and Mission Statement and our entire existence as a Catholic Primary School. With the implementation of a recently revised core curriculum Religious Education document mandated by the Catholic Education Office of Ballarat, staff were led through new planning tools, documentation and a broader approach to planning and teaching religious education in the classroom. Throughout this first year of implementation of the New Awakenings Framework, teachers had termly planning support to develop rich inquiry based units of work in Religious Education that meld more closely with other key curriculum areas.

Sequential planning, using the new curriculum, provided our children with opportunities to show and live their faith. These opportunities included events such as Anzac Day, Remembrance Day and Catholic Education Week, along with our Church's seasons of Lent, Easter, Advent and Christmas. Children worked with scripture, Godly play and values based literature to explore the teachings of Jesus. Catholic Social Teaching Principles have also been explored in detail this year.

The Religious Education Leader attended in-services, network curriculum days and diocesan curriculum development workshops to further understandings in order to support work within the school, including a new online learning tool and teaching structure.

Four members of staff completed their accreditation to teach religion education classes within a Catholic school setting. At present all staff are accredited or are in the process of gaining their accreditation.

Three levels of the school participated in the Parish Led sacramental program in 2018. All sacramental programs were introduced with a parent and candidate information night to support families and introduce the programs to the participants. Seventy-one students from Years 2, 3, 4 and 6 received the Sacraments of Penance, Confirmation and Eucharist throughout the year.

The St Patrick's School chapter of Mini Vinnies completed a busy year of outreach and fundraising. Working with a focus on the motto of "turning concerns into actions", our Mini Vinnies have supported drought affected farmers and the elderly and marginalised members of our community. Visits to Moyneyana House fostered friendships and opportunities for shared experiences such as a Wheelie Wash, craft mornings, sing-a-longs, a visit to our school with morning tea and a Christmas party and Christmas carol morning. Mini Vinnies raised significant funds for our farmers in drought affected areas of the country, donating to Rural Aid and Buy a Bale programs. They organised food hamper donations for Foodshare to deliver to people at risk during the Easter and Christmas seasons and they were active participants in the Meals on Wheels service in our town. The Mini Vinnies initiative provides students with a real life opportunity to put the school's call to "Give Yourself to Goodness" into action.

St Patrick's Day was celebrated with a liturgy, tabloid sports and "St Patrick's has talent" concert.

St Patrick's has worked to make our faith life visible within the school, displaying the seasonal changes in the Church and the focus of Religious Education teaching and learning. Staff have continued to nurture their collegial faith and commitment to the school community through termly prayer and reflection, professional development and peer support.

VALUE ADDED

In 2018, St Patrick's undertook the following activities to enhance Catholic School Culture:

- Sacramental programs
- Christian meditation
- Class masses and liturgy
- School-led Parish masses
- Regular meetings with the Parish Priest
- Daily class prayer
- Assembly prayer
- Implementation of the Awakenings curriculum
- Christmas Dignity Drive
- Mini Vinnies
- Mission month
- Catholic Education Week

Community Engagement

Goals & Intended Outcomes

To provide opportunities for families to connect to the school using various platforms, including SeeSaw, learning showcases, the use of social media and regular classroom news on the newsletter.

Achievements

St Patrick's values connections with our wider community and we aim to provide opportunities for our students to participate in community activities, as well as provide opportunities for the wider community to be involved in school based activities.

Our students were very fortunate, once again, to be involved in workshops as part of the Port Fairy Folk Festival. This year the children worked with a number of Indigenous artists and the workshops centred around the Aboriginal story of the Seven Sisters. They performed in a concert at our beginning of year school function, as well as a performance at the Folk Festival arena with other district schools.

Our School Choir were also very fortunate to perform at the Spring Music Festival, Moyneyana House and the Community Carols.

The St Patrick's Spring Fair was a resounding success, due in no small part to the excellent preparation and organisation of the Fair Committee and the various stall convenors. The change of format this year drew lots of positive comments.

Sports Day this year was held at Brauerander Park and took on a more formal athletics approach. The students and wider community appreciated the opportunity to compete at a facility of this calibre.

St Patrick's works in partnership with Moyne Health in order to provide for the health and wellbeing of the children in our care. Moyne Health facilitate a number of health and wellbeing programs for our students.

Our Grandparents and Special Friends Day has now become an annual event on our school calendar and was again extremely well attended by over 200 grandparents/special friends. The day began with activities in house groups and was followed by a liturgy and morning tea.

St Patrick's provides a playgroup every Thursday morning for our community. Parents and children gather informally in our hall foyer. This group is facilitated by a parent and allows infants, toddlers and pre-schoolers to interact in a safe and creative environment.

Our Pre-school program began in Term 3 and the majority of our 2019 Foundation children attended this program. It has certainly served to provide them with an excellent preparation for their school life.

A group of Year 6 students volunteered to continue the work started in 2017, monitoring erosion at Pea Soup beach. This work is done under the training and supervision of the Port Fairy Coastal Action Group.

Our termly school breakfasts were very well attended and provided opportunities for families to interact with other members of the school community.

There was excellent attendance from families and community members at our Learning Showcases this year. The children really enjoyed sharing and discussing their work for a very appreciative audience.

The St Patsu Natsu Matsuri (Japanese Festival) was held for the second time and provided our school with an opportunity to engage in Japanese language, food and culture. This has now become an annual event on our school calendar.

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.

The use of social media and greater use of electronic communication has assisted in making our school more visible to our school families as well as the wider community.

Parent involvement in our school continued to be strong and took many forms in 2018 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 ResourceSmart Schools Program supports schools to achieve the resource use reduction to reach Sustainability Victoria's annual targets, measured by resource use per student per year. We were thrilled to this year complete our 4 Star Accreditation and are now just waiting to receive confirmation of our 5th Star Certification. This will make us a fully accredited ResourceSmart school. Over the course of our time in the ResourceSmart program, we have achieved savings of over \$108,000. Our key achievements in ResourceSmart this year include:

- Installing SWEP monitoring to monitor our water usage over the year
- Improvements in waste, recycling and litter control
- Presenting to other schools and community organisations at the ResourceSmart Schools forum in Port Fairy
- Tree planting at Wright's farm, beach monitoring and Clean up Australia day
- Establishing new garden beds for Mini Vinnies and small student groups

PARENT SATISFACTION

In 2018, the school undertook the following activities to engage the school community:

- Sustainable Schools Program
- Sporting Schools Program
- Kinder/Schools program
- Parent social activities
- Grandparents and Special Friends Day
- St Patsu Matsu festival
- Use of social media and electronic communication for information sharing

In the Insight SRC School Improvement Framework Parent Survey, completed in 2016, data indicated that St Patrick's is performing very strongly, being in the top 25th percentile of all Victorian schools in all community engagement areas except reporting. Percentile scores include: Parent partnerships- 91st percentile, Approachability – 87th percentile, Parent Input – 81st percentile and School improvement – 92nd percentile.



Leadership & Stewardship

Goals & Intended Outcomes

To provide mentoring and coaching opportunities for staff.

Achievements

We welcomed five new staff members this year - Hannah Williams, Fraser Paton and Tom Sell.

Our enrolment again increased, with 30 new Foundation students, as well as 13 new enrolments in other classes. This took our end of year enrolment to 207 students, which was 21 more than the end of 2017.

We finalised work on our Master Plan, necessitated by the marked increase in our enrolments. Plans include the refurbishment of the current Year 3/4 classrooms with the addition of 3 extra classrooms and a multipurpose space. We applied for a Catholic Capital grant to begin the first stage of this master plan but unfortunately we were not successful. We will apply again next year but in the interim, we have taken delivery of 2 portable classrooms to accommodate our growing enrolment.

Our finance and administration systems were switched to ICON (Integrated Catholic Online Network) during the year and this will eventually result in a more streamlined system of services for staff and parents.

A number of maintenance issues have been attended to including replacement of the shade sails and roof repairs.

We are currently awaiting approval of our fifth and final star as part of the ResourceSmart schools program.

All staff had the opportunity to attend professional development. A number of staff were given the opportunity to be coached and/or mentored at various stages throughout the year.

The School Advisory Council reviewed and updated a number of policies including Camps and Excursions, Maintenance, Occupational Health and safety, Oral Health, Pupil Free Days, Smoke Free.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

DESCRIPTION OF PL UNDERTAKEN IN 2018

Staff took part in professional learning activities related to:

- Professional Learning Communities
- Religious Education
- Literacy
- Numeracy
- Student Wellbeing
- Leadership and Management
- Information and Communications Technology
- Personal wellbeing
- Learning diversity
- Coaching
- Graduate teachers
- Spelling
- Science,
- Visual Arts
- Performing Arts

NUMBER OF TEACHERS WHO PARTICIPATED IN PL in 2018

21

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$1342

TEACHER SATISFACTION

In the Insight SRC School Improvement Framework Staff Survey, completed in 2016, data indicated that staff are very satisfied with the school and how it operates. All aspects of Staff Wellbeing showed an increase compared to 2014 data and are in the top 25% of all Victorian schools.

Learning & Teaching

Goals & Intended Outcomes

To ensure all students achieve at or above standard, we will develop and implement sound pedagogical practices that lead to effective teaching and learning.

Achievements

Our journey as a "Professional Learning Community" (PLC) school continued this year in response to our identified school improvement goal of developing and implementing sound pedagogical practices that lead to effective teaching and learning.

This year we continued refining our reading practice as part of our PLC work. Staff engaged in a number of days of professional development and have determined, evaluated and revised essential learnings for the reading and maths curriculums. Students have been highly engaged in setting their own goals for reading and maths and striving to achieve these. The use of the data protocol and triangulating our data has further assisted us in directing our learning and teaching to ensure each child is taught at their point of need.

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. Foundation 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 programs, as well as increasing the opportunities for students to develop their problem solving skills. The SMART spelling program is used in all classes throughout the school. Classroom practice was supported by teacher professional development at Professional Learning Team meetings.

A focus this year has been on providing extension and intervention programs for students who need further challenge or support, with Reading Recovery, ERIK (Early Reading Intervention Knowledge), MultiLit, MiniLit and EMU (Extending Mathematical Understanding).

In Term 2, we welcomed our Japanese assistant, Fumi Kasao. Fumi worked with Robertson Sensei in our Japanese classes each week. We also hosted four students from Doshisha Elementary School in Japan for a week, which was a great learning experience for us all. It is hoped that this will now become an annual event.

Students competed in a variety of sports including athletics, swimming, cross-country, netball, football, basketball, triathlon and cricket with a number of individuals and teams progressing to District and Regional level and 2 students progressing to State level in athletics.

A number of students also participated successfully in the Warrnambool Eisteddfod.

This year we continued our 1:1 iPad program in years 5 and 6. This has been very engaging and enabled students to use many apps to further facilitate and extend their learning. This program enables students to present their learning in a variety of ways including websites, talking books and slideshows. Students have also learnt basic programming skills through the use of apps and our Sphero robots. This is one of the ways that St Patrick's is meeting the requirements of the new digital curriculum.

Students are continually taught the importance of cyber safety, how to identify dangers and what to do if they have issues in this area. Students have also created digital portfolios, allowing them to reflect on their learning and share these achievements with parents and caregivers.

All our students worked with Gareth Colliton as part of this year's Artist in Residence program. Gareth led the students through animation and comic drawing techniques.

STUDENT LEARNING OUTCOMES

All students in Year 3 achieved at or above the National Minimum standards in every area except Spelling. The two children not achieving at the National Minimum standard in Spelling both have a learning disability. Year 3 Numeracy and Reading showed increased growth from 2017 to 2018.

All Year 5 students achieved at or above the minimum standards in Grammar & Punctuation, Numeracy and Reading with Spelling, Writing and Grammar and Punctuation all showing improvements from the 2017 results. The one student in Year 5 not achieving at standard in Spelling and Writing has dyslexia.

St Patrick's includes all students in the testing program.



Wellbeing

Goals & Intended Outcomes

In order to develop a safe and positive learning environment for all, we will develop and implement consistent behaviour support practices and make these explicit to our school community.

Achievements

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 meets termly to discuss how we can meet the needs of our children and school families.

This year our staff have been participated in ten hours of training to implement the new State Government initiative 'Resilience, Rights and Respectful Relationships' (RRRR) into our curriculum. This program aligns with our 'BounceBack' program and assists us to foster 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.

Staff began work on developing consistent behaviour support practices across the school and this work will continue next year.

As a member of the Victorian Achievement program, we continued to work on establishing a comprehensive approach to health that supports student engagement and wellbeing. Our school also uses the seven priority areas of the Achievement program to guide our whole school approach to Health and Wellbeing.

Jasmine Koch, our School Family Support worker, provided valuable support to our students, families and staff. Jasmine works with our student leadership team to guide them in how to be effective leaders within our school and wider community. Jasmine also facilitates and supports children on a 1:1 or small group basis. She guides the children through resolution of friendship issues, assists with strategies to build the children's self-esteem and resilience and guides them in techniques for managing anxiety at school and at home.

We have been able to offer students a number of small group programs aimed at increasing their overall wellbeing. These programs have included the Imagination Club, Drumbeat and Peaceful Kids.

The Imagination Club is an initiative of the 'I Can' network. St Patrick's was lucky enough to be chosen as a pilot school for this initiative. The 'Imagination Club' was primarily formed for children on the autism spectrum to provide them with a supported platform to engage in shared play activities that foster confidence and socialisation. Here at St Patrick's we have implemented the program with children aged 9 -12 years who need support in developing confidence and resilience.

Drumbeat is a structured learning program using music, psychology and neurobiology to reconnect with ourselves and others. Drumbeat incorporates hand drumming, behavioural therapeutic principles and cognitive elements to achieve positive outcomes.

Peaceful Kids is a mindfulness and positive psychology based program that aims to lessen anxiety and stress and increase resilience in children. It aims to help children to build their emotional resilience so they are better equipped to deal with the day to day stresses that life brings them.

This year we held a "Let's Get Moving Health & Wellbeing day". The children all participated in a variety of activities throughout the day which supported their physical and mental health. These activities included running around Russell Clark Reserve, yoga, Jump Rope for Heart and Let's Dance.

We have continued to promote healthy lifestyles through our dedication to 'Nude Food' as well as promoting walking or riding to school. Assistance has been provided by the South West Healthy Kids team for Lunch Box Blitz with the aim of promoting healthy eating in primary children. Activities have been included into class programs and information and recipes for parents have been provided on the school newsletter.

A very welcome initiative this year from our Student Leaders group has been the introduction of the Alternative Play project. This project has ensured we offer our children a number of options for play during break times. Some of the activities the children had the opportunity to be involved in included Lego club, deconstruction, dance, Japanese, drawing, games and running. It has also given students the opportunity to further develop their social skills, as well as enhance their personal and collective wellbeing.

Our student leaders have also been involved in the peer mediation program, assisting other children to learn the skills needed to resolve minor conflicts in the playground.

Paddy's Pantry has continued to meet fortnightly. Groups of 6 children from year 4 and 5 have been involved in Paddy's Pantry cooking classes this year. The intention of this group is for the children to cook something healthy and nutritious that could be used for lunchbox alternatives. We use produce from our garden in our recipes.

Our fortnightly multi-age house group activities provide students with an opportunity to build relationships with a variety of students throughout all classes in our school.

The playpod equipment continues to provide the children with an avenue for imaginative play out in the playground.

Meditation and mindfulness is a regular practice in our classes.

Our "Buddy" program, linking our Foundation students with a Year 6 Buddy, continued to support our young students throughout their first year at school.

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



VALUE ADDED

Activities related to the additional curricular and extra-curricular activities which our school offers which 'add value' to the wellbeing of our students are as follows:

- Family School support worker
- Student leadership program
- Alternative Play program
- House groups
- Vic Achievement Program
- Walk to school days
- Restorative practice
- Gardening group
- Folk Festival workshops
- Sports activities
- Running group
- Health and Wellbeing day

STUDENT SATISFACTION

In the Insight SRC School Improvement Framework Student Survey, completed in 2016, data indicated that the majority of students feel good about being a student at St Patrick's. All aspects of student emotional wellbeing were in the top 25% of Victorian schools, with Student Morale showing an increase from the 2014 score.

STUDENT ATTENDANCE

Parents are asked to account for student's non-attendance with written notification via our absence slips, the Skoolbag App or the Parent Access Module on SIMON. A text message is sent to parents of any student not accounted for at 10.00am each morning, asking them to contact the school to explain the absence.

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.

Child Safe Standards

Goals and Intended Outcomes

In 2018 St Patrick's Parish Primary School continued to work towards meeting the Victorian Child Safe Standards. Particular emphasis was placed on making child safety a regular agenda item for staff meetings, leadership meetings and School Advisory Council meetings, induction of Casual Relief Teachers and empowerment strategies for students.

Achievements

As well as our ongoing, day to day work in meeting the seven Child Safe Standards, this year we have paid particular attention to Standard Seven, "Strategies to promote child empowerment and participation."

Key achievements include:

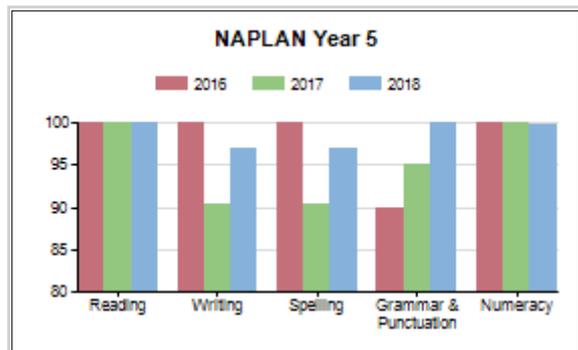
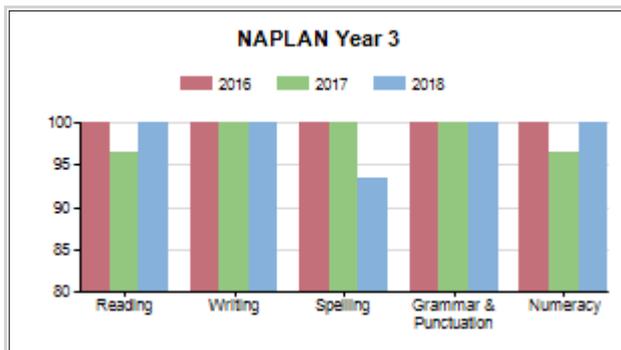
- Staff have been led through a detailed presentation of the Child Safe Standards and their application throughout the school.
- A formal induction process for Casual Relief Teachers has been put in place. A similar process is in place for the induction of volunteers.
- The formal screening process following the Guidelines on the Employment of Staff in Catholic Schools has been extended to cover the employment of Casual Relief Teachers.
- The Resilience, Rights and Respectful Relationships (RRRR) program has been incorporated into our Wellbeing Scope and Sequence and complements our BounceBack program. Teaching staff have undergone professional development in this program under the guidance of staff from the Department of Education and Training. This has been done with reference to the Catholic Education Commission of Victoria Addendum to "A Guide to Support Victorian Schools to Meet Child Safe Standard 7".
- The 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools' has been implemented.
- Our Child safety Risk Assessment is regularly reviewed. Staff are becoming proficient in preparing risk assessments for school activities e.g. camps, sports events.
- A student friendly version of our Child Safety policy has been developed, in consultation with students
- A review of our Child Safety policy has been undertaken.

School Performance Data Summary

E2029
St Patrick's School, Port Fairy

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS

NAPLAN TESTS	2016 %	2017 %	2016 - 2017 Changes %	2018 %	2017 - 2018 Changes %
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	96.4	-3.6	100.0	3.6
YR 03 Reading	100.0	96.4	-3.6	100.0	3.6
YR 03 Spelling	100.0	100.0	0.0	93.5	-6.5
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	90.0	95.2	5.2	100.0	4.8
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	100.0	100.0	0.0	100.0	0.0
YR 05 Spelling	100.0	90.5	-9.5	97.0	6.5
YR 05 Writing	100.0	90.5	-9.5	97.0	6.5



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	92.8
Y02	91.2
Y03	92.7
Y04	90.6
Y05	91.8

Y06	91.2
Overall average attendance	91.7

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.6%

STAFF RETENTION RATE	
Staff Retention Rate	88.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	14.3%
Graduate	42.9%
Graduate Certificate	7.1%
Bachelor Degree	57.1%
Advanced Diploma	57.1%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	19
Teaching Staff (FTE)	15.0
Non-Teaching Staff (Headcount)	11
Non-Teaching Staff (FTE)	10.4
Indigenous Teaching Staff (Headcount)	0

NOTE: The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at www.acnc.gov.au