

St Patrick's School Stawell

2022 Annual Report to the School Community



Registered School Number: 782

Table of Contents

Contact Details2

Minimum Standards Attestation2

Governing Authority Report3

Vision and Mission4

School Overview5

Principal's Report6

School Advisory Council Report7

Catholic Identity and Mission8

Learning and Teaching10

Student Wellbeing13

Child Safe Standards16

Leadership17

Community Engagement20

Contact Details

ADDRESS	55 Patrick Street Stawell VIC 3380
PRINCIPAL	Chris McAloon
TELEPHONE	03 5358 2493
EMAIL	principal@spstawell.catholic.edu.au
WEBSITE	www.spstawell.catholic.edu.au
E NUMBER	E2036

Minimum Standards Attestation

I, Chris McAloon, 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 2022 school year under the *Australian Education Act 2013 (Cth)* and the *Australian Education Regulations 2013 (Cth)*
- The Child Safe Standards as prescribed in both Ministerial Orders in effect in 2022:
 - Ministerial Order No.870 - Child Safe Standards, Managing the Risk of Child Abuse in Schools, in Semester 1, 2022;
 - Ministerial Order No.1359 - Implementing the Child Safe Standards, Managing the Risk of Child Abuse in Schools and School Boarding Premises, in Semester 2, 2022.

31/03/2023

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

Governing Authority Report

The Diocese of Ballarat Catholic Education Limited (DOBCEL) is now in its second year of governance of schools. In 2022 two additional schools - Damascus College and St Francis Xavier transferred their governance to DOBCEL, a total 58 schools in the Diocese are governed by DOBCEL.

Across our diocese, schools governed by DOBCEL provide distinctive Catholic education from the Murray to the Sea. This support is operationalised by Catholic Education Ballarat and is responsible for the implementation of DOBCEL strategies, policies and procedures, and overseeing the day to day running of our schools.

The role of DOBCEL is to lead, provide service to, and partner with schools to enable every student to flourish and every student, staff member and family to experience the presence of the risen Christ in our schools.

We recognise the extraordinary servant leadership of all our school staff, leaders and Principals during 2022 as they supported their school communities through a myriad of challenges that included staff shortages, covid disruption, implications of widespread flooding and Enterprise Bargaining negotiations. We recognise the commitment and focus all school staff give to the students and families in their care in the spirit of the Gospels. Their commitment has been unwavering.

We thank families for their commitment to partnership with our schools in Catholic Education again in 2022 to support all our students to flourish.

Tom Sexton

Executive Director

Diocese of Ballarat Catholic Education Limited

Vision and Mission



*St Patrick's
Primary School Stawell*

Vision Statement

- St Patrick's School is a community which reflects and celebrates Christ as its centre.
- By honouring our story we value our whole community.
- By coming together our vision is for a loving, just, compassionate and tolerant world.



Prayer

We nurture and grow our relationship with God as members of a faith community

Care

We foster recognition of difference, compassion for others and the strength to act on our beliefs.





Learning

We develop the knowledge, attitudes and skills essential to reaching our full potential as life-long learners.

Mission Statement

In the tradition of St Patrick, we are committed to:

- Protecting the safety & dignity of each individual.
- Promoting and celebrating a love of God, self, community and the environment.
- Recognizing and enhancing the talents and uniqueness of all through our vision, prayer, care and learning.

School Overview

For over 160 years St Patrick's has been providing quality education to children from Stawell and the surrounding districts. Currently, the school is home to around 150 students across seven classes with a stand-alone Foundation area. Our school reflects the rich diversity of our community and is open to families of all faiths and backgrounds seeking a safe and positive learning environment.

As a school, we are proud of our Catholic history and rich traditions. We draw upon the example set by Mary MacKillop and the Sisters of Saint Joseph. We take an invitational approach to Religious Education and aim to express Jesus' message of faith, hope, and love in the context of our students' lives. Social Justice initiatives are led by our Social Justice Group, who are involved in coordinating a number of activities to give back to the local and global community.

Teaching and Learning is our core business at St Patrick's. We offer a broad-based contemporary curriculum providing a range of opportunities and experiences that foster the growth of the whole student. We strive for our students to leave us as well-rounded individuals ready to embark on their secondary school journeys with established academic skills, self-confidence, and pride in themselves.

Our staff work together to support all our students, we draw on the latest research and evidence-based approaches. We work towards our students being in charge of their learning - knowing where they are and where they need to go next. To support we actively teach students the learning dispositions needed to be successful life-long learners.

Our teaching team continually strive for best practice, innovation, and creativity. We are united in our passion to provide each and every child with the optimum opportunity to be the best that they can be. We operate a range of intervention and extension programs to meet students at their point of need. The school regularly achieves the highest academic results in the district.

Wellbeing is an ongoing focus at St Patrick's from the first day of Foundation to the final day of Grade Six. As a school, we understand that students need to feel safe, valued, and connected in order to learn. We run dedicated Social and Emotional learning sessions in every class, every week. Students also take part in daily mindfulness activities and the school offers onsite counselling services.

St Patrick's is committed to nurturing active partnerships with families and providing parents and caregivers with opportunities to participate in the life of the school community. The school holds a number of community events which provides an opportunity for the school community to gather and celebrate.

St Patrick's is part of the Diocese of Ballarat Catholic Education Limited. This is a network of over 60 schools across Western Victoria. Through this network, we are able to offer a range of additional services such as visiting specialist staff.

Principal's Report

After two years of major interruptions due the global pandemic in 2022 school life returned to something resembling normality. However, it was not quite business as usual with high levels of staff and student absences particularly earlier in the year as many were unfortunately impacted by coronavirus. It was wonderful to be able to more freely interact with the school and wider community.

In the area of Catholic School Culture the school set a goal to build staff capacity to deliver recontextualised Religious Education learning programs informed by the school's Enhancing Catholic School Identity (ECSI) survey results. The teaching staff undertook professional development sessions with Gina Bernasconi from DOBCEL to unpack the school's data.

In the area of Teaching and Learning the school set a goal to build a shared understanding of Visible Learning concepts to improve teacher practice and student learning outcomes. The school started a three-year journey with Corwin Australia to incorporate the concepts of Visible Learning into the classroom.

Throughout 2022, the school and students have had a number of opportunities to link their learning with the wider community both by going out into the community and inviting the community into school. A real highlight was the end-of-year Andrew Chinn concert which was a wonderful community celebration.

This year the school was included in the Mental Health in Primary Schools Pilot as the only Catholic school in the Ballarat diocese. The pilot is a partnership with the Department of Education, Catholic Education Commission of Victoria and Murdoch Children's Research Institute (MCRI) to provide more mental health support in primary schools.

A major focus in the area of leadership and stewardship in 2022 was to complete the school's building Master Plan. This document outlines the school educational underpinnings and future building works required to support these endeavours. The school partnered with architecture firm Morton Dunn to complete the planning and held a series of community consultations with key stakeholders to complete the Master Plan.

With Faith in the Future

Chris McAloon

Principal

School Advisory Council Report

St Patrick's School Advisory Council is the main advisory group for our school. We are a group of parents who actively listen to other parents, friends of St Patrick's, church community and wider community, to provide guidance to our principal. With this guidance comes active listening and collaboration. We aim to follow the school's vision by being loving, just, compassionate and tolerant in our meetings and dealings with the school and as representative for our school.

St Patrick's has continued the leadership change from a Parish Priest to DOBCEL (Diocese of Ballarat Catholic Education Limited). This has not affected how the school teaches our children. It has affected our Business Manager, Anna, Principal and vice Principal Chris and Maryanne, as they learnt a new administrative system and slightly different way of wording policies. I'd like to thank Chris, Maryanne and Anna for all their work in getting this system up and running. As part of the School Advisory Council, we read and question any policies we need clarification on. It's a fantastic way to understand all the policies our school has to adhere to.

Everyone hoped that COVID would play a lesser role in all our lives in 2022. What many of us hadn't anticipated, is the effect it had on how our children coped with attending school 5 days a week. Especially for our grade 1, 2 and 3 students who may have needed extra help with the skills of attending school every day. The knock-on effect to teachers, support staff and sometimes parents showed what 2 years of minimal social interactions can do to a child. Chris, teachers and support staff need to be acknowledged for ensuring our children were offered support, guidance and patience when required. Lillie Comitti's Wellbeing articles gave us all information for ourselves and children. It also helped some reach out to Lillie for extra advice or someone to listen to their concerns. Thank you, Lillie.

During 2022 the school welcomed back COVID Safe assemblies with one year level per week. Parents, carers and friends of St Patrick's who were able to attend enjoyed hearing about their child/children's week and being part of an active community again. Other community event held in 2022 included: Mass/liturgies, sporting events, Harmony Day with evening concert & dinner, camps and excursion, foundation bbq, Mother's and Father's Day stalls, STEAM expo, Andrew Chinn concert and dinner, graduation of grade 6 students and whole school picnic.

The SAC have continued to work on the school's Master Plan – this plan is an important step in deciding the direction of the school, and will continue to be worked on in 2023. We have had the help of Mr Russell Hawkes from Morton Dunn Architects, direct us in this important work.

I would like to thank all members of the School Advisory Council for their time, input and support throughout 2022. I thank departing member Simon Jones, who has served as a member, deputy chair and chair over many years.

Thank you, Chris, for your leadership, care and support of our students, staff and parents. Your willingness to listen and discuss another point of view is something to be admired. I will miss working with you and wish St Patrick's Primary School all the best. This is a school to be proud of and one for other schools to emulate with its inclusivity, community, compassion and care.

Michelle Jess

SAC Chair

Catholic Identity and Mission

Goals & Intended Outcomes

Build staff capacity to deliver recontextualised Religious Education learning programs informed by the school's Enhancing Catholic School Identity (ECSI) data.

Achievements

In 2021 the school took part in the Enhancing Catholic School Identity (ECSI) project where staff, students and families were asked to participate in a number of surveys. The aim of the surveys is to gain a better understanding of the school community's attitudes towards the current and future place of Catholic identity in our school. This year the school worked to unpack the results of the survey and increase staff's understanding of the ECSI data and the links to classroom and whole school practice.

Members of the school leadership team worked with Gina Bernasconi and Murray Macdonald from DOBCEL to review the school's data results and formulate a plan to use this data to inform future goals and actions. The school's teaching staff then undertook a series of professional development sessions with Gina to gain a clearer understanding of ECSI and the school's data profile. Two teachers also completed the year-long 'ECSI 101' course. In response to the ECSI sessions the school will focus on re-contextualising prayer in the school.

In June, all staff participated in a development session with Jim Waight from DOBCEL. The session focussed on the history and charism of St Patrick's Stawell. The session provided a chance for all staff to learn more about the background of the school and how this could be reflected in our practices. One major outcome of the day was the re-establishment of the Mary MacKillop Award where students are recognised for selfless acts that help others. The award is presented at each assembly and students receive a Mary MacKillop badge.

Looking ahead to 2023, the school has two teachers, Lillie Comitti and Georgia Fleming who will be completing the Religious Education and Pedagogy (REAP) program. REAP is a face-to-face program for assisting teachers in Catholic schools to gain their Accreditation to Teach Religious Education in a Catholic School. Those who complete the course will be awarded a Graduate Certificate in Religious Education (GCRE). The staff's study expenses are covered jointly by the school and Catholic Education Ballarat.

The school was able to live out our mission through various events and fundraisers over the year. In total the school raised \$3054, which was distributed to the following organisations: Mary McKillop Foundation - \$285; Indigenous Literacy Foundation - \$514; Caritas Australia - \$696; Catholic Mission - \$559; St Vincent de Paul, Assist a Student Program - \$1000 which allows for 10 students to be sponsored in primary, secondary or tertiary education in one of St Vincents partner countries. Thank you to the wonderful student Social Justice Team that take time out of their lunchtimes when we have fundraising events happening. Students that are living via the message of Oscar Romero: "aspiring not to have more but to be more".

VALUE ADDED

- Celebrated and affirmed our faith, tradition, and heritage
- Daily classroom prayer in all classrooms
- Prayers at the start of all meetings and gatherings
- Weekly prayer and 'Living in Faith' section in the weekly school newsletter
- Teachers worked with staff from the Catholic Education Office to plan our Religious Education units
- Continued use of Catholic Education Ballarat's Relationships and Sexuality curriculum, 'Fullness of Life for All'
- Various school masses were held including Opening Year, Catholic Education Week, and Grade Six Graduation
- Various school liturgies were held including Harmony Day, Mother's Day, St Patrick's Day
- Continued support of the Parish Sacrament program, 'Live Your Christian Life'
- Parish newsletter shared electronically with families
- Continued partnerships with Caratis Australia, St Vincent de Paul, Catholic Mission, Indigenous Literacy Foundation, and Mary MacKillop Foundation

Learning and Teaching

Goals & Intended Outcomes

Build a shared understanding of Visible Learning concepts to improve teacher practice and student learning outcomes.

Achievements

Over a number of years, the school has been working to implement the Professional Learning Community (PLC) framework. This framework is based on the three big ideas of a focus on learning, a focus on collaboration and a focus on results. This framework along with the related Response to Intervention (RTI) multi-tier approach to the early identification and support of students with learning and behavior needs has led to improved practice and enhanced student outcomes.

Following careful consideration of the school's current teaching and learning practices the decision was made starting in 2022 to undertake long term professional development in the area of Visible Learning. In many ways this approach builds upon the work of the PLC framework. It works with teachers to make the learning as visible as possible and to reflect on their impact as a teacher. The school partnered with Corwin Australia for a three year commitment to upskilling our teaching staff on this reflective approach.

All staff participated three professional developments sessions with Corwin Australia. Member of the school's leadership also participate in an gathering process where the following baseline information was determined:

The Visible Learner

- The video of students responding to the question "What makes a good learner at St Patrick's Primary School?" showed students strongly emphasising behavioural and the school values rather than learning characteristics.

Know Thy Impact

- In reading in 2021 year 1 to year 6 we had an average effect size of .4 or above.
- In 2021 we introduced a structured literacy program from Foundation to Grade 2.
- We're in need of a centralised online data platform for all staff to use consistently to enter data.
- We want to make data become more user friendly and used more consistently in student learning.

Visible Teaching and Leading

- Through our Teacher and Learning Support Officer survey relating to "What makes a good Teacher?" and "What makes a good Learning Support Officer?" Our data showed a strong focus around our students and having a student centred approach.

Effective Feedback

- Survey results showed that our Teaching staff and Learning Support Officers do not routinely get feedback about their practice from peers, leadership or students.

The school's aspiration statement and focus areas was also determined:

Our aspiration is that at St Patrick's Primary School show an effect size of 0.40 or greater in Literacy (Reading) and Numeracy and exhibit the characteristics of an assessment-capable visible learner. All students understand what they are learning and the purpose of their learning. Through feedback and interpreting assessment results, they reflect on how they are doing, and where they will go next.

The school also determined the following focus areas:

- Defining and displaying the characteristics of an effective learner at St Patrick's Primary School
- Consistent and effective use of Learning Intentions and Success Criteria
- Consistent and effective use of effect sizes to measure progress

Over the course of 2022, the school staff implemented some elements of Visible Learning, in particular the use of Learning Intentions and Success Criteria. An example is included below to better explain the use of Learning Intentions and Success Criteria in an everyday learning situation:

Learning Intention: We are learning about measuring length

Success Criteria: I can:

- predict the length of an item
- measure using different informal units
- apply skills to measure a chosen item

As a school staff, we also looked at the dispositions required to be a successful learner and developed the St Pat's Learner Superpowers. The dispositions identified to be the Learner Superpowers at St Patrick's are: Self-Motivated; Curious; Resilient; Risk-Taker; Collaborative. These dispositions will be introduced and unpacked with the school community in 2023.

STUDENT LEARNING OUTCOMES

In 2020 the school identified through key assessment data that we needed to improve our instruction practice in the area of reading. School-based and standardised assessments over a number of years had declining levels of student achievement in this area. However, the school data also showed strong results for students undertaking literacy intervention programs which tended to have a somewhat more systematic phonics-based approach.

The school made the decision to shift the pedagogical approach to the teaching of reading away from the current 'balanced approach' to a 'structured approach' which drew upon the latest research on the science of reading. As a school we invested in high quality resources and staff development as well as defining a clear implementation plan.

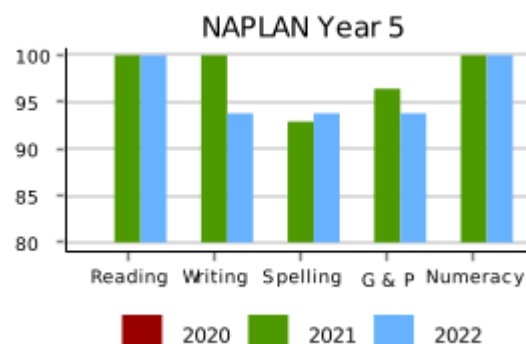
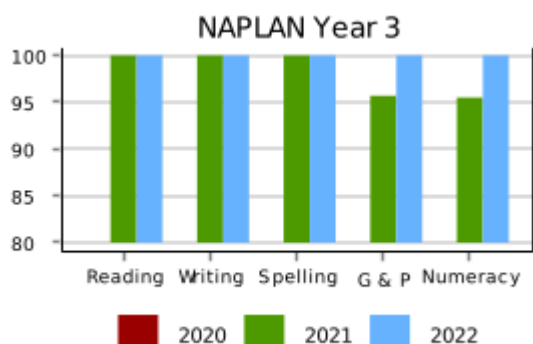
Now in the third year of our structured literacy journey, as a school we have seen a dramatic improvement in the literacy outcomes for our students, particularly in the early years, where the initial changes in pedagogical approach began. The school's NAPLAN results in Grade Three Reading increased from an average of 412 in 2021 to 482 in 2022. Our current focus is developing a consistent approach across the school and to continue to develop the practice of the teaching staff.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2020	2021	2020 – 2021 Changes	2022	2021 – 2022 Changes
	%			%	
	*		*		
YR 03 Grammar & Punctuation	-	95.7	-	100.0	4.3
YR 03 Numeracy	-	95.5	-	100.0	4.5
YR 03 Reading	-	100.0	-	100.0	0.0
YR 03 Spelling	-	100.0	-	100.0	0.0
YR 03 Writing	-	100.0	-	100.0	0.0
YR 05 Grammar & Punctuation	-	96.4	-	93.8	-2.6
YR 05 Numeracy	-	100.0	-	100.0	0.0
YR 05 Reading	-	100.0	-	100.0	0.0
YR 05 Spelling	-	92.9	-	93.8	0.9
YR 05 Writing	-	100.0	-	93.8	-6.2

* There are no NAPLAN results to report in 2020 as the Australian Government decided that due to the COVID-19 pandemic NAPLAN Assessments would not take place.

** Data cannot be reported for this year as the number of students that sat the test was below 5 and the data has been suppressed for privacy reasons in accordance with the ACARA NAPLAN data reporting provisions.

*** No students sat the NAPLAN tests in this year level and in one or both of the relevant years.



Student Wellbeing

Goals & Intended Outcomes

- Improve mental health and wellbeing outcomes.
- Build staff capacity to support students with mental health and wellbeing concerns

Achievements

In 2022 the school was included in the Mental Health in Primary Schools (MHiPs) pilot program as the only Catholic school in the Ballarat diocese. The pilot is a partnership with the Department of Education, Catholic Education Commission of Victoria and Murdoch Children's Research Institute (MCRI) to provide more mental health support in primary schools.

Participating schools receive funding to employ a Mental Health and Wellbeing Coordinator (MHWC) to build mental health capabilities of staff across the school and link with external services. The school's MHWC, Lillie Comitti, undertook a range of study with a cluster of other MHWCs to improve her understanding and knowledge of mental health in children. Lillie then facilitated a number of staff professional development sessions as well as promoting mental health awareness to the school community.

The school has also partnered with Catholic Care Victoria to offer one-on-one and small group counselling at school. Through the agreement with Catholic Care Victoria a full qualified counsellor was at the school one day per week from March. Our School Support Worker Jodie McCreary received a number of referrals from families and school staff.

The school continued its partnership with the Northern Grampians Shire and other schools in the region to deliver the Resilience Project. The school developed a two-year Social and Emotional Learning program incorporating Resilience Project and Zones of Regulation resources. A number of staff attended the Resilience Project Educator Wellbeing session at the Stawell Secondary College in May.

Looking ahead to 2023, the school reached an agreement with Blue Light Victoria to implement the Dynamic Active Safe Healthy (DASH) program at St Patrick's. DASH is a social recovery initiative that has been federally funded by Department of Industry, Science, Energy and Resources.

VALUE ADDED

- Weekly Social Emotional Learning sessions in each class, each week
- Daily Mindfulness session in each class
- MHWC leader within the school
- Use of MHiP program resources and staff professional development
- Use of Resilience project resources and staff professional development

- Introduction of whole-school two year Social Emotional Learning scope and sequence
- Partnership with Catholic Care Victoria
- School Wellbeing Team which meets fortnightly
- Two Wellbeing Days held for all students
- Wellbeing section in the weekly school newsletter
- Wellbeing agenda item on all school meetings
- Participation in MATES Mentoring Program

STUDENT SATISFACTION

In 2022, all students in Grades Three to Six were given the opportunity to participate in the Insight SRC survey which asks a series of questions about the school's operations and climate. This was the first time that the school's students in Grades Three and Four had completed the survey whereas the school's Grade Five and Six students were last surveyed in 2020. Comparing the Grade Five and Six students' results from 2020 to 2022 shows a slight decrease in the Student Wellbeing Aggregate Indicator from 77.5 to 75.7 however there was an increase from 60.8 to 72.4 in the Student Behaviour Aggregate Indicator. When breaking down the sections of the survey results there are slight increases in the Teaching and Learning; and Engagement in Learning sections for the Grade Five and Six students. As this is the first time the school has surveyed its Grade Three and Four students it is not possible to see trends over time. It was, however, pleasing to see the students' answers in the areas of Connectedness to Peers; and Teacher Empathy in or close to the top 25 percent of schools in Victoria.

STUDENT ATTENDANCE

- Parents of absent students are required to provide a written note, phone call, or electronic notification through the PAM detailing the reason/s for the absence.
- If the school has not received a reason for a student absence, parents are contacted via text message or phone call.
- All absences are recorded on SIMON.
- Staff members are to bring to the attention of the Principal any student/s whose attendance is irregular.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	86.0%
Y02	92.1%
Y03	88.1%
Y04	86.3%
Y05	88.5%
Y06	84.9%
Overall average attendance	87.7%

Child Safe Standards

Goals & Intended Outcomes

To provide a safe environment for all children and fully implement the new Child Safe Standards.

Achievements

The embedding of policies and commitments into every day practice

- We have been ensuring that policies and commitments are communicated to stakeholders, staff, volunteers and students
- Working as part of a cluster to produce a student led video which explains the Child Safe Standards and is used to prompt discussion in the classroom on how students can keep themselves safe and report child safety concerns
- Professional learning of teachers, non-teaching staff and volunteers, particularly around changes within the ministerial and the standards
- Continued Implementation of 'PROTECT, Identifying and Responding to all Forms of Abuse in Victorian Schools'
- Development of a comprehensive Child Safety Risk Register and a Risk Treatment Plan to ensure all requirements are communicated and implemented so that students are safe
- Continuing to implement strategies that promote safety and wellbeing in the physical and online environments of our school

Leadership

Goals & Intended Outcomes

- Embed new school policies and processes
- Develop a Master Plan for the school

Achievements

- Embedded new DOBCEL policies introduced in 2021 as part of the change in governance structure
- Introduced the new Child Safety Standards and related policies
- Worked with key stakeholders (staff, students, families, SAC, relevant DOBCEL staff) and external experts (Morton Dunn Architects) to develop a Master Plan for the school.
- Participated in preparation for 2023 External School Review process including the Principal being a panel member for the review of St Mary's Donald.
- Continued to work with Carli Lamb from SQS Solutions to improve risk and compliance practices - including being a member of network meetings with other schools in the Diocese

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2022

The ongoing professional learning of each staff member is highly valued. Professional learning can take many forms including whole school staff days, subject-specific in-services, meetings and conferences, and a range of programs provided by DOBCEL. The school's professional learning this year has been focused on our Annual Improvement Plan goals.

- All staff participated in the Visible Learning Plus program from Corwin Australia which included two closure days, leadership sessions and professional reading
- All staff completed full First Aid refresher training including CPR
- ECSI professional development sessions with Gina Bernasconi
- Two staff members completed the ECSI 101 course
- 'History and Charism of St Patrick's School Stawell' school closure day led by Jim Waight
- Three staff completed 'The Writing Revolution' online course
- Mental Health in Primary Schools (MHIPs) leaders and whole staff sessions
- Teachers in the Junior area continued ongoing professional development in regard to the 'IntiaLit' literacy program
- Teaching staff participated in various Religious Education professional development sessions hosted by our Parish Priest and DOBCEL consultants

- Staff undertook annual mandatory training and updates
- Staff undertook individual and role-based professional development

Number of teachers who participated in PL in 2022	14
Average expenditure per teacher for PL	\$2420

TEACHER SATISFACTION

In 2022, all staff completed the Insight SRC survey which asks a series of questions about the school's operations and climate. When compared with the previous survey which was conducted in 2020, the overall Organisational Climate Aggregate Indicator increased from 63.7 to 69.7, while the Teaching Climate Aggregate Indicator increased from 65.8 to 72.4. There were increases in staff responses across many areas of particular note were the improvements in staff responses in the areas of School Morale, Teamwork, and Ownership.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	74.0%
--------------------------------	-------

ALL STAFF RETENTION RATE

Staff Retention Rate	86.4%
----------------------	-------

TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	9.1%
Graduate	18.2%
Graduate Certificate	18.2%
Bachelor Degree	72.7%
Advanced Diploma	18.2%
No Qualifications Listed	9.1%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	13.0
Teaching Staff (FTE)	10.9
Non-Teaching Staff (Headcount)	8.0
Non-Teaching Staff (FTE)	6.9
Indigenous Teaching Staff (Headcount)	0.0

Community Engagement

Goals & Intended Outcomes

Seek out partnerships with families, parish and wider community to enhance student learning and wellbeing.

Achievements

The sense of community at St Patrick's is one of the core components of the school. This has made the restrictions due to the coronavirus pandemic in 2020 and 2021 especially hard. In 2022 the school worked very hard to seek out partnerships with families, parish and wider community to enhance student learning and wellbeing.

Over the course of the year the school was able to hold a number of school community events, some of which had not been held for two years. These events provided an opportunity for the school community to come together in a welcoming and inclusive environment. Students from St Patrick's also represented the school at various wider community and inter-school events.

In 2022 the students have had a number of opportunities to link their learning with the wider community both by going out into the community and inviting the community into school. A great demonstration of this in action has been in the area of Science and Technology. Our Senior students attended a community session exploring Dark Matter which is an amazing scientific endeavour that is taking place right here in Stawell. While our Middle students joined up with Parks Victoria and the Stawell Urban Landcare Group to explore the flora of the Ironbarks State Forest.

The community was then invited into the school to share the learning that had been taking place with our STEAM Expo. It was a great opportunity for families to be able to engage with the student's learning. The learning links were even further extended through home based tasks that were part of the expo. The school was also able to invite families in to be part of our Book Week celebrations which was so great after missing out on this for the past two years.

Mid-way through the year the school was able to re-commence open assemblies on Fridays to all parents and carers. When there was vaccination related restrictions in place on who was able to attend onsite we live-streamed assemblies to ensure everyone was able to access the assemblies in some way.

The school has been able to draw some positives from the coronavirus pandemic restrictions, one of which is the way we engage with families and the community virtually. The school has an active ClassDojo platform where school events, news and classroom learning is shared with families. The school is also active on Facebook and Instagram as a way of promoting us in the wider community. In 2022, the school also updated its website including a revamped virtual school tour video.

In 2022, both the School Advisory Council and the Parents and Friends Association played an important role in the life of the school. The SAC was able to provide valuable guidance and direction, while despite limited numbers and ongoing restrictions the P&F was able to help run many school events and raise vital additional funds for the school.

PARENT SATISFACTION

In 2022, all school families were invited to complete the Insight SRC survey which asks a series of questions about the school's operations and climate. When compared with the previous survey which was conducted in 2020, the overall Community Engagement Aggregate Indicator increased from 64.7 to 80. There was also an increase of 72 percent in the number of families who completed the survey in 2022 compared with 2020. There are a number of increases most notably in the Community Engagement, Learning Opportunity, and Staff Engagement sections. The increases in these sections have seen the school move from the lowest 25 percent of Victorian schools to the top 25 percent of Victorian schools in some areas.