



CATHOLIC
education office
HOBART

St Patrick's Catholic School Latrobe Community Report



2018

ANNUAL SCHOOL COMMUNITY REPORT FOR 2018

1. INTRODUCTION

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2. SCHOOL PROFILE

St Patrick's Catholic School is a Co-Educational School with eight classes from Kindergarten to Year 6 with an enrolment of 182 students. It is situated in the municipality of Latrobe on the North West Coast of Tasmania.

The History of St Patrick's School

While Catholic education began in St Patrick's Church in 1863, the school opened in 1887. Miss Ellen Hartnett was employed as the first teacher. Laywomen taught in the school until the Sisters of Mercy arrived from Bendigo, Victoria in December 1892. The school provided both primary and secondary education. In addition, the sisters taught music privately.

A new school was built using voluntary labour in 1939. The Sisters of Mercy staffed the school alone from 1892 until a lay teacher was again employed in 1971 to teach Prep in the Church Hall. The Sisters relinquished management of the school in 1992 after 100 years.

Extensions, financed by a Commonwealth grant, were completed in 1979. Two classrooms, open area, toilets and administration area were added along with new equipment. A parish-funded hall was also completed at this time. In 1992 and 1994 three classrooms for early childhood classes were built (with disadvantaged schools funds) and library facilities improved.

The first lay school leader in 100 years, Mr Philip Robinson, was appointed in 1993. The kindergarten and childcare centre began operations in 2003. A new kindergarten facility opened in 2005. 2006 saw the erection of a double terrapin to house our Year 5/6 class, and Year 2.

During 2009 the School Hall was revamped to better cater for school activities and to effectively house the Shamrock's OSHC program operated by the child care centre. This hall is now a much more inviting and user-friendly shared space and was renovated as stage 1 of the building program being implemented as part of the federally funded Building Education Revolution (BER).

During 2010 access to school was improved internally with new entrances created. A reception area and new frontage to the school has also improved access and street appeal. Further building work included updating the Year 3 and 4/5 classrooms, building a new kitchen/canteen area, a larger staffroom, two new office facilities for staff and the creation of a new kindergarten playground. This building work was part of the BER funded program and the school was a building site for the whole of the 2010 year. This work has enhanced facilities for students and staff and has made St Patrick's a modern and enjoyable learning space for the school community. The BER building projects were officially opened in 2011.

During 2012 detailed planning was undertaken by the Catholic Education Office Capital Projects Committee to determine master works requirements. This committee, together with the school board, Mr Andrew Goelst and architect Mr Jonathan Buist set about establishing a master plan for future building works. Funding was granted for the removal of the Year 5 and 6 terrapin and for two new GLAs to be built during the 2013 school year. In 2013 the internal student toilets were refurbished and two classrooms were revamped. This work all took place during 2013 and the Year 5 and 6 classes moved into their new classrooms to begin term 4. Work on the refurbishment of the Year 1 and Prep classrooms took place in the holiday break between terms 2 and 3. This final injection of funds from the TCEO capital projects funding has finished completed most works required at St Patrick's for the immediate future, although a proposal for an break-out space/small general learning area is being discussed.

3. CATHOLIC LIFE AND MISSION

St Patrick's Catholic School is one of three parish primary schools in the Mersey Leven Catholic Parish. The Parish Priest with the Principal and Assistant Principal Religious Education ensure that the Catholic ethos is maintained and that the religious education program satisfies the requirements of the Archdiocese of Hobart. Other than the regular celebration of the sacraments in the Church, celebrations to which the school community is invited include the fortnightly assemblies, the Holy Week and Easter liturgies, Mothers' Day and Fathers' Day, Grandparents' Day, St Patrick's Day, Lent, Advent and Christmas.

Stewardship

As part of their Christian response to the needs of others, students visit Strathdevon Aged Persons Home, the Mersey Hospital and occasionally, the local respite centre. The student community extends its generosity to Caritas, the Samaritan project, St Vincent de Paul, Children's Mission and Red Cross. All students participate in daily religious education lessons, and are led in, or lead, prayer and whole-school meditation at appropriate times throughout the day.

Each year St Patrick's commemorates the anniversary of the death (11 November) of the Venerable Catherine McCauley, founder of the Sisters of Mercy and dedicates part of its religious education program to her life and ministry. As part of our shared Australian journey of faith we also celebrate the feast of Saint Mary MacKillop, founder of the Sisters of St Joseph of the Sacred Heart on 8 August.

Our Monday morning whole-school assemblies at St Patrick's begin with an Acknowledgement of Country, the original owners of the land being the Panniler-Panner people, this is followed by a reading, prayer and occasionally joining in our school song, *This is our School*. These assemblies are led by class members from Prep to Year 6. Assemblies usually end with the National Anthem.

Three students were prepared for the Sacraments of Penance, Eucharist and Confirmation through a family-centred, parish-based, school-supported program. Melissa Marshal (AP: RE) facilitated this program from the school's perspective.

Years 5 and 6 students continue to participate in the *Making Jesus Real* program. The MJR resource books are provided to Years 5 and 6 students. Students work with their classroom teacher through the resource book. This is then followed up by visits by Peter Mitchell and Marty Ogle throughout the year. Years 3 and 4 are engaged in the *Spirit of Jesus* program and we welcome Peter Mitchell for two meetings to help facilitate this program.

Each week our school newsletter provides parents with insight and reflections related to the Gospel. 2018 saw the third year of the St Patrick's Catholic School Skoolbag app that allows families to receive up-to-date information about school events and news. Our weekly newsletter may be retrieved electronically at www.stpatslatrobe.tas.edu.au or via our Skoolbag app or the school Facebook site. During the seasons of Lent/Easter and Advent the school provides information for parents about the origin of these seasons and how the church now celebrates them.

4. OUR LEARNING COMMUNITY

Learning and teaching

In 2018 staff undertook an extensive professional learning program. The professional learning priorities are established at the beginning of the school year, following a review of learning undertaken in 2017, where the leadership team and staff collaboratively decided on priorities for 2018 to complement our strategic direction. Staff: Attended workshops in religious education; participated in inter and intra-school moderation networks; participated in formative assessment and Literacy Project sessions conducted by Tina Badcock (AP: LT); supported the marrying of WEST (Welcoming, Encouraging, Sorry, Thanking) and PBS (Positive Behaviour Support) principles through our School Wide Positive Behaviour Support (PBS); supported Aboriginal Education with Aboriginal key teacher Karyn Kingshott; promoted the educational use of ICT with the school's ICT coordinator, Tina Badcock. Our particular focus was to develop a strong early years' literacy focus on the development of spelling and reading skills – the 'Letters and Sounds' program was effectively incorporated in the school as a school-wide differentiated program. Twelve students required support for auditory perception and/or articulation. This assistance was provided by teacher-assistant support, a provision for software and for reviews by a speech and language pathologist.

2018 saw the tenth year of the National Assessment Program – Literary and Numeracy (NAPLAN). All students at Years 3, 5, 7 and 9 in schools nationally undertook the same tests on the same days. Students have their skills assessed in numeracy, reading, writing, spelling, punctuation and grammar. National tests provide information on how students are progressing and support improvements in teaching and learning. Overall data showed that student achievement in both Years 3 and Year 5 was very positive, especially in Mathematics.

In 2018 features of the curriculum at St Patrick's included Physical Education (specialist and daily), music - instrumental and choral programs, ICT in small groups and all of class, gardening, Health and library.

Reporting Progress to parents

Information sessions were conducted for parents in week 2; parent-student-teacher goal-setting meetings were convened in week 10 of term 1; parent-student-teacher meetings to discuss mid-year reports were conducted in week 20 and voluntary parent-student-teacher meetings to discuss end-year reports were offered in week 40. Formal meetings between teachers and parents were organised (as applicable) throughout the year.

Targeted programs

Parent support of programs remains a feature of our early literacy intervention program. Parents are urged to listen to children read *before* classes begin for the day. Most days five to eight parents will be found in each room from Prep to Year 2. Students from older classes will also listen to younger students prior to school. Our early literacy support program continued as a major priority for the school in 2018. This program provides for teacher-assistants from Prep to Year 2 for the morning block of time. This support program focuses on reading, spelling including initial sounds and blends and phonic awareness.

Personal and social development, building capacity programs

The following programs continued in 2018:

- ❑ School Wide Positive Behaviour Support, with the creation of a PBS data collection program using Google Forms, which align to WEST principles and Mercy Values.
- ❑ Leadership for senior students, with positions for House and School Captains being voted for each term.
- ❑ Move Well, Eat Well, which includes whole school fruit and water breaks at 9:50am.
- ❑ Student Representative Council involved in fund-raising and activities for students.
- ❑ Making Jesus real (MJR) with Marty Ogle, and Spirit Of Jesus program in Year 4 with Peter Mitchell.
- ❑ Kitchen/Garden project for all students with Mr Tim Lowry
- ❑ Aussie of the Month; complemented by weekly class Student of The Week awards and a WEST award conferred during our weekly whole school assembly.
- ❑ Peer-led fitness sessions conducted twice a week on two days.
- ❑ Whole-school meditation.
- ❑ Book club and library lessons with a focus on a love of reading.
- ❑ Considerable links with the community including visits to Strathdevon Aged Persons Home, participation in the Deloraine Youth Drama Festival, participation in ANZAC Day commemorations and the Latrobe Christmas float (which was cancelled due to wet weather.)

Sustainable School Improvement

In 2018 St Patrick's provided education for 162 children P-6 and 21 Kindergarten students. St Patrick's prepares an annual plan that drives and responds to school improvement. During 2018 the school was able to work on our response to the Archbishop's Charter and this will be reflected in our planning for 2019 with a view for receiving a mandate because St Patrick's Catholic School is due for revalidation to operate as a Catholic school. 2018 was a focus year for our response to the Archbishop's Charter for a validation early in the year with significant input from our School Board, staff and students. A discussion and sample designs were created for a new school logo and motto – 'Christ be our Light'. Although receiving majority support amongst the School Board, staff and students, a consensus could not be reached amongst the school leadership team so the existing logo and motto remain.

School Registration

As part of a School Registration Board-Catholic Education Tasmania (CET) agreement, Patrick's School took part in a new, on-going registration process, which ensures our school registration is current on an ongoing manner. Jim Ireland (CET) assisted the principal in ensuring the school has ongoing currency.

Student Performance

St Patrick's has an extensive student assessment program and this also includes NAPLAN. The data (a summary of which is provided below) indicates significant success by some students in Year 3-Year 5 growth in numeracy and literacy, and highlights many Year 3 and Year 5 students achieving above average for Tasmanian and Australian schools. During 2018 our strategic direction in student learning included a specific focus on developing spelling and reading comprehension (a whole school focus) and the use of assessment for meaning. It is evident in the data for the need to consolidate achievement in the mid to upper quartiles. In numeracy for our upper primary students explicit teaching focus will include solving multi-step problems, word problems and diagram problems.

NAPLAN 2018 Test Results – Year 3 Analysis (NMS= National Minimum Standard)
*Cohort of 27 students (1 student = 3.5%) *percentages averaged*

YEAR 3 Reading

Data	Actions to be taken/Actions for future focus:
7 students in Band 6. 8 students in Band 5. 3 students in Band 4. 4 students in Band 3. 3 students in Band 2. 2 students in Band 1.	Literacy – Magazine article – Identifies the text type (magazine article) and audience for an information text. Literacy – Persuasive discussion – Identifies the main idea of a persuasive discussion. Literature – Narrative – Identifies the setting for a narrative. Literacy – Narrative – Locates directly stated information in a narrative

Year 3 Persuasive Writing

Data	Actions to be taken/Actions for future focus:
2 students in Band 6. 10 students in Band 5. 8 students in Band 4. 4 students in Band 3. 1 student in Band 2. 1 student in Band 1.	Punctuation: The use of correct and appropriate punctuation to aid the reading of the text.

Year 3 Spelling

Data	Actions to be taken/Actions for future focus:
6 students in Band 6. 5 students in Band 5. 6 students in Band 4. 5 students in Band 3. 2 students in Band 2. 2 students in Band 1.	Suffix: JOY from joi (One-syllable word – Correctly spells 1-syllable word with -oy.) Suffix: TOWEL from towl (One-syllable word – Correctly spells 1-syllable word ending in -el.) Suffix: SHIRT from shert (One-syllable word – Identifies & corrects error in 1-syllable word with -ir-.) Suffix: IMAGINARY from imaginairy (Five-syllable word – Correctly spells multisyllable word ending in -ary.)

Year 3 Grammar and Punctuation

Data	Actions to be taken/Actions for future focus:
7 students in Band 6. 4 students in Band 5. 7 students in Band 4. 4 students in Band 3. 3 students in Band 2. 1 student in Band 1.	Grammar: Text type – Complex sentence – Identifies that a sentence has narrative text features. Grammar: Tense – Complex sentence – Identifies the past tense of a present tense complex sentence. Grammar: Verb and adverb – Simple sentence – Identifies the verb and adverb in a simple sentence. Punctuation: Capital letter – Simple sentence – Identifies the reason for the use of a capital letter in a simple sentence.

Year 3 Numeracy

Data	Actions to be taken/Actions for future focus:
2 students in Band 6. 6 students in Band 5. 7 students in Band 4. 6 students in Band 3.	Measurement and Geometry: Reasoning – Diagram problem – Identify the two shapes that fit together to make a square. Statistics and Probability: Fluency – Diagram problem – Counts the total from a tally table. Number and Algebra: Understanding – Number problem – Determines a missing number to make a number sentence true.

NAPLAN 2018 Test Results – Year 5 Analysis (NMS= National Minimum Standard)

Cohort of 18 students (1 student = 5%) *percentages averaged

NAPLAN results for Year 5 are reported across the range of Band 3 to Band 8, with Band 4 representing the National Minimum Standard (NMS) for Year 5. The average growth expected in one year is 52 in the score and 1 band.

Year 5 Reading

Data	Actions to be taken/Actions for future focus:
2 students in Band 8. 1 student in Band 7. 5 students in Band 6. 6 students in Band 5. 5 students in Band 4. 1 student in Band 3.	0 High gains; 10 medium gains; 5 low gains. Imaginative text: Literacy – Narrative – Locates directly stated information in a narrative. Informative text: Literacy – Personal letter – Links directly stated information across paragraphs in a personal letter. Information text: Literacy – Scientific explanation – Analyses information to make an inference in an information text.

Year 5 Persuasive Writing

Data	Actions to be taken/Actions for future focus:
1 student in Band 8. 1 student in Band 7. 6 students in Band 6. 7 students in Band 5. 2 students in Band 4.	8 High gains; 5 medium gains; 2 low gains. Vocabulary: The range and precision of contextually appropriate language choices.

Year 5 Spelling

Data	Actions to be taken/Actions for future focus:
3 students in Band 8. 4 students in Band 7. 3 students in Band 6. 4 students in Band 5. 3 students in Band 4.	5 High gains; 8 medium gains; 2 low gains. Suffix: IMAGINARY from imaginairy (Five-syllable word – Correctly spells multisyllable word ending in -ary.) Suffix: CROOKED from krooked (Two-syllable word – Identifies & corrects error in 2-syllable word starting with cr-.) Suffix: APPROVAL from approval (Three-syllable word – Correctly spells 3-syllable word with -prov-.) Suffix: EXCITEMENT from excitement (Three-syllable word – Correctly spells 3-syllable word with the suffix -ment.)

Year 5 Grammar and Punctuation

Data	Actions to be taken/Actions for future focus:
1 student in Band 8. 4 students in Band 7. 5 students in Band 6. 5 students in Band 5. 2 students in Band 4.	3 High gains; 10 medium gains; 2 low gains. Grammar: Subject/verb agreement – Simple sentence – Identifies the correct verb to ensure subject-verb agreement in four sentences. Punctuation: Apostrophe – Simple sentence – Identifies the reason for the use of an apostrophe in a simple sentence. Punctuation: Capital letter – Simple sentence – Identifies the correct use of capital letters for a geographical place name.

Year 5 Numeracy

Data	Actions to be taken/Actions for future focus:
1 student in Band 8. 1 student in Band 7. 8 students in Band 6. 6 students in Band 5. 1 student in Band 4.	0 High gains; 8 medium gains; 2 low gains. Number & Algebra: Fluency – Word problem – Applies place value knowledge to solve a subtraction problem. Number & Algebra: Problem Solving – Word problem – Solves a multi-step problem involving addition and subtraction using a number line. Number & Algebra: Understanding – Word problem – Represents a problem as a number sentence involving multiplication and addition. Number & Algebra: Reasoning – Diagram problem – Represents numbers to three decimal places on a number line.

Other Achievements

- ❑ Christmas cards and carols to the patients and staff at the Mersey Hospital.
- ❑ Drama performance presented to residents of the Strathdevon Aged Persons Home.
- ❑ Our school entered a Nativity themed float in the Latrobe Christmas Parade, which was unfortunately cancelled due to wet weather.
- ❑ Prep to Year 6 students were involved in our Learn to Swim campaign at the Latrobe Pool.
- ❑ Our school had eight teams representing Years Prep to Year 6 in the Devonport Junior Soccer Association Saturday morning competition.
- ❑ All students (K – 6) participated in the school athletics carnival and (P – 6) the school cross country.
- ❑ Our school was represented by one team in the Devonport All Schools Basketball Competition in October.
- ❑ Our school was represented by seventeen athletes in the Devonport Triathlon.
- ❑ 23 students in Years 3 to 6 represented the school in the Primary School State Cross Country Championships that was held at Symmons Plains in June.
- ❑ We continued to acknowledge students of the week during Monday morning assemblies.
- ❑ Our Kitchen Garden project continued to flourish and classes have been utilising produce for cooking and, through gardening and recycling initiatives, students are learning about stewardship and sustainability.
- ❑ Our modern facilities continue to allow for the best possible learning environment.
- ❑ Construction of a covered area immediately adjacent to the hall, which provides shade for students, has been completed.
- ❑ A grant has been approved for renewed sustainability, including a kitchen in the garden and a wetlands.

4. PASTORAL CARE

Flowing out of our mission statement, St Patrick's Catholic School is committed to: Embracing the example of Jesus and the teaching of the Gospel and; reflecting the love of God in our community. We seek to promote the dignity of the human person and the value of human life; assist students in assessing how they can contribute positively to contemporary Australian culture, and to encourage and promote dignity, mercy, excellence, justice, hospitality and compassion as part of our Mercy tradition. Principally, our care for each other and our environment is a response to the Gospel, supported by example, prayer, reflection and action. Extending from our religious education program, the school enriches and deepens student understandings through the Making Jesus Real program and community outreach such as hospital visits, involvement with the Parish and participation in community events such as ANZAC Day. In addition: -

- ❑ Student and staff birthdays are recognised.
- ❑ New births are announced in the newsletter.
- ❑ Bereavements are also acknowledged (with permission) in the newsletter.
- ❑ Students raised funds for the Archbishop's Charitable Fund, Caritas, Samaritan Fund, Cancer Council etc.
- ❑ Staff absence/illness is recognised and relief staff acknowledged for their contribution.
- ❑ A 'Care and Concern' group of volunteers has been established.

The school behaviour management policy and processes were reviewed in early 2017. As is the practice, at the commencement of the school year all classes establish class agreements and develop an awareness of their rights and responsibilities as student members of our community. These are written up and placed on their classroom walls and a copy provided for the reflection space. An initiative that we have discussed to promote a positive school culture include the timetabling of Year 6 students leading MJR peer-support sessions throughout the school, which will be explored further in 2018.

Students requiring educational assessment, speech and language therapy, psychological or social work support, were able to access these services in 2018 via the Catholic Education Office support program and screening was undertaken by our student support key teacher, Gwenda Gregson, and our regional learning support education officer, Judy Pakinga.

We received fortnightly visits from a CatholicCare school counsellor, who will continue to offer support for students and families as requested by the families.

5. ENROLMENTS AND STAFFING 2018

Enrolment policy

The CEO Enrolment Policy may be found at <http://catholic.tas.edu.au>

Indigenous enrolments

In 2018, 5 Aboriginal students were enrolled.

Gender mix

female students 89; 94 males

Class groupings

In 2018, the following class groupings were in place: Kinder, Prep, 1, 2, 3, 4, 5 and 6.

Average attendance rate of students.

The average attendance rate of students is 89%.

Role of the Parish Priest

Fr Mike Delaney is our Parish Priest and is supported by Father Paschal. Our school is part of the Mersey Leven Parish.

Mobility

At year's end 3 students transferred to other primary schools both interstate and within the state.

Staffing

Staffing consisted of 3 members on the leadership team, 10 classroom teachers, 4 specialist teachers, 8 ancillary staff and 3 auxiliary staff members. All of these staff members have the appropriate qualifications and registrations.

School Board

The School Board met seven times during the 2017 school year. Nominations for membership of the School Board are communicated to the school community via regular inserts in our school newsletter – nomination forms are available to interested nominees via the school website (electronic) or as a hardcopy from the school office. The School Board considers all nominations in the context of the current and future needs of the School Board, as it endeavours to work collaboratively in an advisory and supportive role with the principal. Any nomination requires a 'seconder' and final approval by the Archbishop. The School Board met on Monday evenings and adhered to constitutional structure with the meetings, overseeing governance and finance and offering advice to the principal. The School Board members are:

Fr Mike Delaney	Parish Priest	Ex officio
Rod Linhart	Principal	Ex officio
Donna Emmerton	Parent	End 2018
Joanne Mulcahy	Parent	End 2019
Julie Fawkner	Parent	End 2020
Nicholas O'Toole	Parent	End 2020

Expenditure on professional learning

The expenditure on professional learning during 2018 was \$11 183, which approximates to \$400 per staff member. Examples of professional learning experiences include: First Aid; Literacy Strategy; Occupational Therapy training session; Special Learning Needs; ATSI conference; Teacher Network Meetings; Religious Education; National Consistent Collection of Data Workshop; Aspiring and Emerging Leaders; Curriculum Meetings; Peaceful Kids Facilitator Training; Dyslexia and Dyscalculia Masterclasses; 'You Are Loved' Retreat; System Spirituality Day; Diversity Professional Learning Day; various systemic leadership meetings.

Average attendance rate of teachers.

Total staff absences were 91 days for the 28 staff members over a 200 day school year, which equates approximately to a 97% attendance rate for the 2017 school year.

Staffing in 2018

Senior staff

Rod Linhart	Principal
Mrs Melissa Marshall	Assistant Principal: Religious Education
Mrs Tina Badcock	Assistant Principal: Learning & Teaching
Mrs Gwenda Gregson	Student Support
Ms Sharon Payne	Director, St Patrick's Child Care Services

Class teachers and specialists

Mrs Laura Stoessiger	Kindergarten
Mrs Ann Jak	Prep
Mrs Melissa Marshall	Year 1 (Mondays-Wednesdays)
Mr Shane O'Brien	Year 1 (Thursdays, Fridays)
Mrs Tina Badcock	Year 2

Miss Julie Morice	Year 2 (Thursday – odd weeks, Fridays)
Mrs Megan Meech	Year 3 (Thursdays, Fridays)
Mrs Jane Stuart	Year 3 (Mondays, Tuesdays, Wednesdays)
Mrs Erin Sesara	Year 4 (Mondays-odd Wednesdays)
Mrs Anna-Maria Bergin	Year 4 (Even Wednesdays, Thursdays, Fridays)
Mrs Karyn Kingshott	Year 5
Mrs Anna McIver	Year 6 (Mondays, Tuesdays, Wednesdays)
Mrs Melissa Wescombe	Year 6 (Thursdays, Fridays)
Mrs Dominique Baker	Music (Fridays: Years 3 to 6, choir)
Mrs Leonie Watson-Peters	Music (Monday and Tuesday afternoons: P, 1, 1/2, 2/3)
Mrs Courtney Hayes	Physical Education (Thursdays)

Office and ancillary

Mrs Lennice Leonard	School executive officer
Mrs Tameka Harris	Office Administrator (Tuesdays, Wednesdays, Thursdays)
Mrs Kristine O'Toole	Office Administrator (Mondays)
Mrs Tammy Hyland	Teacher assistant
Mrs Tameika Anthony	Teacher assistant
Mrs Melissa Carter	Library & Teacher assistant
Mrs Sarah Harris	Teacher assistant
Mrs Kim Klug	Kinder Teacher assistant & Playgroup coordinator
Mrs Michelle Lamprey	Teacher Assistant
Mr Tim Lowry	Teacher Assistant
Mrs D'Arne Adams	Teacher Assistant
Mr David Angliss	School Chaplain
Mrs Maree Edgerton	Cleaning
Mr David Broos	Utility officer & maintenance (Tues, Wed, Thursdays)

6. COMMUNITY INVOLVEMENT

We seek to develop and sustain partnerships and relationships with parents and the wider community. In 2017 we continued, extended or initiated -

- ⇒ Partnership with the University of Tasmania supporting their pre-service education program.
- ⇒ We are an asthma friendly school.
- ⇒ We are an allergy aware school.
- ⇒ We are a SunSafe school.
- ⇒ We are a Move Well, Eat Well school.
- ⇒ Partnership with Latrobe High School for student work experience.
- ⇒ Partnership with UTAS for student teachers.
- ⇒ School participation in NW Catholic Schools Sports Association.
- ⇒ School participation for ANZAC Day service in Latrobe.
- ⇒ School participation in the Devonport Eisteddfod.
- ⇒ School participation in the Deloraine Drama Festival.
- ⇒ Membership of the Early Childhood Education Association.
- ⇒ Representation on the St Patrick's Child Care Service Board of Management.
- ⇒ We ran a playgroup each Friday open to the wider community.
- ⇒ Classes conducted numerous local area excursions.
- ⇒ Our Prep Nativity Play was conducted in our school assembly hall and was open to everyone; our school also participates in the Lion's Club of Latrobe Christmas Parade.

7. SCHOOL IMPROVEMENT GOALS AND ACHIEVEMENTS FOR 2018

GOALS

Domain 1 (Catholic Identity and Evangelisation).

1. Review the school Vision and Mission Statements to ensure the intent is seen in school practice.
 - a. *The school Vision and Mission Statements have been reviewed and slightly reworded, and are promoted extensively to all members of the school community who are now more able to refer to the statements as guiding principles.*
2. Staff are involved in (lead, contribute, discuss) regular opportunities for prayer and reflection and are supported in furthering their spiritual growth; Staff spirituality day led by an external facilitator – focus on enhancing our collective understanding of our Charism and our individual and collective role in being a visible witness to the Catholic identity and mission of the school.
 - a. *Prayer and meditation are an intrinsic, subtle and obvious aspect of our daily routine, for students and staff; teachers meet daily at 8:15am for prayer; all students are involved in meditation at 11:25am.*
 - b. *A School History Area ('Pathways To The Past' project) has been developed as a resource for members of the school community to deepen their understanding of the school's founding charism, in addition to Catholic traditions.*

Domain 2. (Leadership).

1. To fairly distribute educational leadership responsibilities among the Principal and staff allocated POR; regular leadership meetings with a clear focus and regular discussion in regards to nurturing links with the broader ministry in order to support an awareness of our Charism.
 - a. *Leadership is clearly defined, including roles and responsibilities, with AP being offered 0.4 and 0.3 FTE release to undertake their duties.*
 - b. *Whole school awareness of the importance of our founding Charism and the continuing relevance of the Mercy Values – Sister Margaret's P.L.*
 - c. *Implementation of a process for teacher performance and development based on the AITSL Standards using the Educator impact tool, with five teachers who have a minimum 0.5 FTE load completing the EI course in 2017; All teachers are supported in working towards their goal – they have access to high quality professional learning.*
2. All staff to be accessing the Complispace knowledge portal to access an increasing amount of information including: Daily briefings, weekly staff briefings, policies, procedures and student information.
 - a. *Staff (including weekly meetings with T-As) are being regularly informed of school and system priorities by ease of reference to the school's knowledge portal.*

Domain 3 (Learning).

1. Document the data from feedback on standardised tests and implement strategies to allocate resources to give preference to the provision of services to enhance student attainments, especially students with special needs.
 - a. *Individual student attainment in standardized tests are up-to-date, easy for staff to access and are referred to at least annually by staff. Look into developing individual student files (electronic) that include all the student data – reports, tests, communication, PBS.*
 - b. *Students requiring Individual Learning Plans or adjusted plans are identified and their needs documented and responded to.*

- a. Consolidation of the work undertaken during 2017 amongst staff, parents and students in regards to our school response to the Archbishop's Charter.
5. Ongoing completion of **Student Standardised Test Spread-sheet** to allow staff a snapshot of a student's attainment in a battery of tests; to be used to inform planning and adjustments.
 - a. Offering occasional workshops that enhance staff appreciation of the effective use of student data.
 - b. Regular discussion amongst staff (teachers and teacher-assistants) of student test result trends and promotion strategies of support for staff and students.
 - c. Staff support (ECE co-teacher, teacher-assistants) in the ECE classes to work on programs targeted to lift student learning outcomes.
6. **Teacher Development (EI):**
 - Involve remaining teachers (five have completed EI in 2017) in the 360 Degree Reflection Tool, which should provide them with the opportunity to connect with the Australian Professional Standard for Teachers and gather formative feedback on the leadership behaviours that align with individual professional and school-based goals.
 - Involve teachers and teacher-assistants in opportunities to develop networks in other Catholic schools to broaden and deepen their teaching praxis.
7. **Faith and Mission**
 - Staff faith formation i.e. TCEO RE P.L. opportunities and accreditation opportunities; Parish-based ALPHA Program, continued daily staff prayer; continued whole-school meditation.
 - Phase three of our 'Pathways to the past' initiative:
 - P & F sponsored 'Family Brick' project.
 - Completion of our School History display and archive area.
 - Continued 'class cobber' weekly Mass attendance.
 - Continued invitations to the parish members to school activities and events.
 - Community outreach programs – aged care centre visits and performances, ANZAC Day, Mercy Day outreach.

2018 ACHIEVEMENTS

1. **Preparation for School Validation and School Registration**

***Assistant Director: North provided any necessary guidance and feedback prior to the Validation and Registration visit.**

The Leadership Team facilitated preparations that included:

 - a. School Mission/Vision Statement.
 - b. School Profile.
 - c. A Brief History of the School.
 - d. School Response to the Archbishop's Charter.
 - e. Staffing Schedule including key Staff Roles.
 - f. The School data analysis on previous years NAPLAN results
 - g. Current Strategic Improvement Plan (SIP).
 - h. Current Annual Improvement Plan (AIP).
 - i. Current Annual Community report.
 - j. Previous year's Annual Improvement plan and evaluation.
 - k. Copy of last Validation report.
 - l. Copies of school policies and guidelines.
 - m. Evidence/data that may have been collected during the last five years of the strategic plan.
 - n. School Curriculum /Teacher planning.
 - o. Copies of school report.

***Principal discussed preparations and feedback on our Validation and Registration response with the AD: North.**

2. Domain 1: Catholic Identity and Evangelisation

In addition to our preparations for Validation and Registration, a focus on and support of:

- Staff faith formation i.e. TCEO RE P.L. opportunities and accreditation opportunities; Parish-based ALPHA Program, continued daily staff prayer; continued whole-school meditation.

***AP: RE and the Principal supported the initiatives, involving the RE Key Teacher and Parish Priest as required.**

3. Domain 2. Leadership

Teacher Performance & Development, including EI.

- Involved the remaining teachers (five have completed EI in 2017) in the 360 Degree Reflection Tool, which provided them with the opportunity to connect with the Australian Professional Standard for Teachers and gathered formative feedback on the leadership behaviours that aligned with individual professional and school-based goals.
- Involved teachers and teacher-assistants in opportunities to develop networks in other Catholic schools to broaden and deepen their teaching praxis.

***Principal discussed opportunities for analysis of EI teacher survey feedback with the AD: North.**

• Domain 3. Learning

- Ongoing completion of **Student Standardised Test Spread-sheet** allowed staff a snapshot of a student's attainment in a battery of tests; to be used to inform planning and adjustments.
 - Offered occasional workshops that enhanced staff appreciation of the effective use of student data.
 - Regular discussion amongst staff (teachers and teacher-assistants) of student test result trends and promotion strategies of support for staff and students.
 - Staff support (ECE co-teacher, teacher-assistants) in the ECE classes to work on programs targeted to lift student learning outcomes.

***AP: L & T discuss school data with Debbie Baird-Bower (CET Data officer)**

• Domain 4. Support for Mission

- Phase three of our 'Pathways to the past' initiative:
 - P & F sponsored 'Family Brick' project.
 - Completion of our School History display and archive area.
 - Continued 'class cobber' weekly Mass attendance.
 - Continued invitations to the parish members to school activities and events.
 - Community outreach programs – aged care centre visits and performances, ANZAC Day, Mercy Day outreach.

***AP: RE and the Principal supported the initiatives, involving the RE Key Teacher and Parish Priest as required.**

8. SUMMARY FINANCIAL INFORMATION (2018 Financial Statements)

PIE CHART DATA

St Patrick's Latrobe

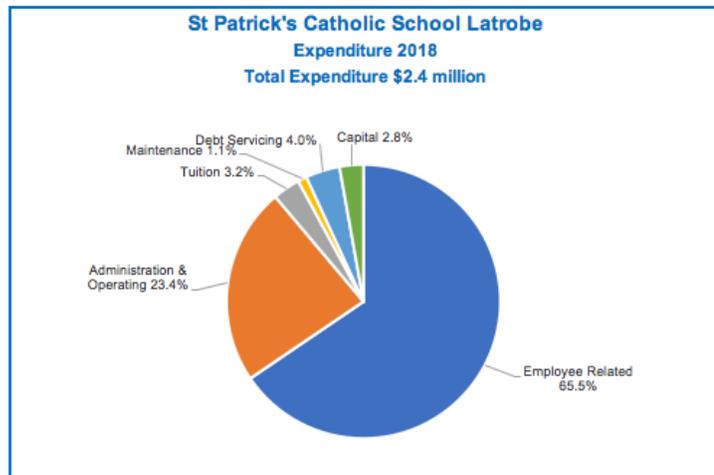
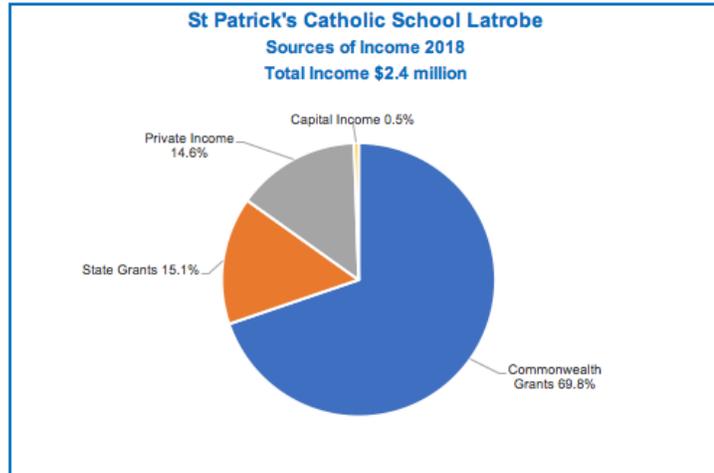
2018

Income

Commonwealth Grants	69.8%	\$1,671,484	
State Grants	15.1%	\$361,236	
Private Income	14.6%	\$350,156	
Capital Income	0.5%	\$12,595	
Total Income	100.0%	\$2,395,472	\$2.4

Expenditure

Employee Related	65.5%	\$1,574,130	
Administration & Operating	23.4%	\$561,348	
Tuition	3.2%	\$77,598	
Maintenance	1.1%	\$25,301	
Debt Servicing	4.0%	\$97,008	
Capital	2.8%	\$67,661	
Total Expenditure	100.0%	\$2,403,046	\$2.4
Loss on Revaluation		\$0	
Surplus/(Deficit)		-\$7,574	



About this Report

In preparing this report information has been gathered from evaluations conducted during the year. Information about the school's practices and student learning outcomes have also been analysed and from this compilation of information, goals for the school's future development have been determined.

This Report was Prepared by:

Rod Linhart
2018 Principal