

# ANNUAL REPORT

TO THE SCHOOL  
COMMUNITY

2015



## St Paul Apostle South Endeavour Hills

St Paul Apostle South School  
Endeavour Hills



One Family

REGISTERED SCHOOL NUMBER: 1319

St Paul Apostle South School  
Endeavour Hills



One Family

## Contents

Contact Details.....	2
Minimum Standards Attestation .....	2
Our School Vision.....	3
School Overview .....	4-5
Principal’s Report.....	6
Education in Faith.....	7-8
Learning & Teaching .....	9-12
Student Wellbeing .....	13-14
Leadership & Management.....	15-16
School Community .....	17-18
Financial Performance .....	19
Future Directions .....	20
VRQA Compliance Data .....	21-23

## Contact Details

<b>ADDRESS</b>	9 William Hovell Drive Endeavour Hills VIC 3802
<b>PRINCIPAL</b>	Mrs. Paul Gleeson
<b>PARISH PRIEST</b>	Father Timothy O'Toole CP
<b>TELEPHONE</b>	(03) 9700 3663
<b>EMAIL</b>	principal@spsendeavourhills.catholic.edu.au
<b>FAX</b>	(03) 9706 2745
<b>WEBSITE</b>	www.spsendeavourhills.catholic.edu.au

## Minimum Standards Attestation

I, Paul Gleeson attest that St Paul Apostle South Endeavour Hills is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2015 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

20 May 2016

## Our School Vision

### We believe

- That our human lives are called and challenged to bring about the kingdom of peace, justice and truth as proclaimed by Christ
- That God has given human beings responsibility for our world and that we are called to unlock its mysteries for the good of mankind.

### Our faith community

- Is made up of people who try to live the values espoused by Christ
- Centred around community worship
- Invites people to take part in the life of the community through baptism

### Our faith calls us

- To proclaim what we believe
- To pass on the good news to others
- Through our own commitment to live fully human lives

### THEREFORE OUR MISSION IS...

#### To CREATE a community

- Which enables and supports self expression
- Is conducive to self development
- Proclaims our faith
- Fosters relationships

#### To PROVIDE school experiences which

- Reflect our Catholic tradition
- Are sound educationally
- Develop skills, values and attitudes and encourage creativity
- Give opportunity for all to grow spiritually, emotionally, physically and intellectually towards their best selves

#### To WORK in partnership with parents by

- Enriching relationships and recognizing different attitudes and values in the community
- Recognizing the rights and responsibilities of parents in the education of their children

#### To HELP each child

- Realize and appreciate his/her uniqueness and to discover and fully acknowledge his/her gift
- Take responsibility for his/her growth and development find a worthwhile role in society

#### To CHALLENGE ourselves and the children

To face the present to make positive contributions to the future of our society

#### WE ATTEMPT TO PROVIDE AN EDUCATION WHICH RECOGNISES ...

- That Education is the right of all people and that society has a role to play in the education of its members through families and schools
- That Education in schools is child centred, builds on the child's experience and is based on general needs, but should be capable of catering for individual needs. That Education is of the whole person for life. It is open to the world, to creation, to the diversity of culture.
- The Education takes place in a supportive environment and requires professional commitment from trained personnel.

## School Overview

### **Historical Background**

St Paul Apostle South School commenced February 1982 with the support of the Presentation Sisters and an enrolment of 246 students, which increased until a second parish school was established in 1985, sharing accommodation on the South school site. In 1986 St Paul Apostle North School moved to its present location. In 1998 the Passionist Order assumed pastoral leadership for the parish. The current parish priest is Fr Tim O'Toole CP and the assistant priest is Fr Tony Egars CP. Three sisters belonging to the Passionist order also support the parish community.

**2015 Enrolments** were 231 including 1 Full Fee Paying Overseas Student.

### **Demographics**

Our families are of low to middle socio-economic status. Most families come from a Language Background other than English, giving our school a rich, multicultural presence with approximately 40 nationalities represented.

### **Religious Education**

**Religious Education** is an important dimension of our school, by providing faith formation and a Religious Education Curriculum based upon RE standards, as set out by the Archdiocese of Melbourne. The school works closely with the Parish of St. Paul Apostle and the North school by sharing the planning and implementation of the Sacramental Program. The children are prepared to receive the Sacrament of Reconciliation in Yr. 3, First Eucharist in Yr. 4 and Confirmation in Yr. 6.

### **Student Wellbeing**

Social Emotional Learning (SEL) is an important focus for our school with a highly qualified Student Wellbeing Coordinator employed 0.4 FTE. Programs such as Cyber safety, Human Sexuality, Drug Education, Social Skills, First Aid training, Social Justice initiatives, Values Education have all had a significant impact upon the wellbeing of all. In addition, Onpsyche Pty. Ltd. clinical psychologists provide individual support. The school has gained accreditation as an eSmart School. The school also has a variety of opportunities for student voice and action through its SRC and SEAT (Student Environment Action Team).

### **Professional Development**

The staff are highly qualified and very dedicated. They work in Professional Learning teams each week and engage in a variety of Professional Learning opportunities throughout the year. These are targeted towards the goals of our School Improvement Plan each year.

### **School Structure**

In 2015 the school was arranged across 10 classes with a combination of straight and multi-age groups. It is our belief that within any classroom there are a range of abilities that need to be catered for and that through effective team planning and teaching, with continuous assessment and monitoring of the students, we are able to cater for this.

### **Leadership**

The leadership structure provides support to all staff and includes the Principal, Deputy Principal, Religious Education Leader, Student Wellbeing Leader, Literacy Leader, Teaching and Learning Leader, ICT Leader, Maths Leader, Student Services Leader. The Leadership Team meet fortnightly to lead the implementation of the Annual Action Plan.

### **Curriculum**

Our school prides itself in offering a broad curriculum to the children with a strong focus on Literacy, Numeracy and Inquiry learning based upon Contemporary Learning beliefs and understandings. The staff use AusVELS to plan, assess and report the learning of the students. Specialist classes include Performing Arts - Music, Visual Arts, Physical Education, Mandarin, Information Technology and Kitchen Garden.

### **Assessment & Monitoring**

Our school has developed an extensive assessment schedule for literacy and numeracy, which allows us to gather data regularly to inform our teaching and plan for future learning.

### **Student Services**

In 2015 there were several children who received LNSLN Funding for Severe Language Disorders or Intellectual Disability. Student learning is supported with Individual Learning Plans and regular Parent Support Group Meetings. We offer support via the Student Services coordinator and our team of 5 highly capable Learning Support Officers (LSO's) has completed further studies in Certificate III - Administration and Learning Support.

### **Extra-Curricular Activities**

The extra curricula activities include Yr. 5/6 camp, Interschool sports, Active After School Communities Program twice weekly, excursions and incursions, Book Week, Open Mornings, Celebration of Learning evening, Twilight Sports Meeting at St. John's Regional College, District Cross Country competition, Talent Quest and our Art Show held throughout the year.

### **School Choir**

The choir comprises of approx. 50 students from Yrs. 5-6. In 2015 the choir performed at several community events. With our beautiful choir tops our choir really look impressive! A huge thank you must go to our most talented Music Specialist teacher, Ms. Jody Banks.

### **Parent and Community Involvement**

P&F Association assist with Easter Fair, Easter Raffle, Mother's Day Stall, Mother's Day Afternoon Tea, Father's Day Stall, Father's Day Dad's Matter Evening, Lapathon, Kid's Disco and other fundraising and social events as well as working bees each term. The school has a designated parent's room, where the parents can gather to meet and socialise. Many parents also assist in various ways to support the learning of the students e.g. classroom assistance for literacy, maths, library technical support, art room and interschool sport assistance.

### **Out of School Hours Program**

Extend Australia Pty Ltd administers the licence for our OSHC program, which provides quality care in a safe environment for Before School, After School and Vacation Care Programs.

## Principal's Report

2015 was the third year of the implementation of the School Improvement Plan for 2013 – 2016, which incorporates the five spheres of – Education in Faith, Teaching and Learning, Student Wellbeing, Leadership & Management and School Community.

During 2015 the South School, the North school and the parish team continued to work closely together to plan the Sacramental program. This has benefits on many fronts in that there was more alignment between the parish program and the school RE curriculum. It also builds stronger relationships between the staff of the two schools and the parish team.

The area of **Education in Faith** is an important sphere that guides all actions within the school. It is from our faith and our gospel beliefs that we educate, interact and create community. During 2015, the school was surveyed as part of the Enhancing Catholic School Identity Project in preparation for the 2016 school review. The survey results conclude that St Paul Apostle South School as a very strong Catholic Faith Community. Links between the school and parish have continued to be strengthened, student behaviour and actions are more closely aligned to Gospel values, and there have been increased opportunities for students and parents to participate in Faith activities. The prayer life of the school is a major strength, as each class prays together at the start of each day, participates in Christian meditation, holds sacred their prayer tables, prayer mats and their symbols.

Within the **Learning and Teaching** Sphere, a great deal of time has been placed on the improvement of pedagogical understanding of the staff and this process continued in 2015. By providing staff with professional development in contemporary pedagogy, many initiatives were enacted upon and this has proven a real strength within the school. There was also a more consistent approach across the whole school in the documentation, planning and delivery of key concepts and a greater focus on the use of data to inform future teaching.

The **Social and Emotional Learning** of the children is of vital importance therefore we have continued a number of initiatives, which enrich this aspect of a child's development. The continuation of Student Wellbeing Leader team meetings, regular PSG's and PLP's and the whole school Social and Emotional Learning program has provided opportunities for enriched discussion in this area. Many initiatives have been adopted to ensure that all students feel safe and secure and can learn in an environment that recognises the difference in abilities and celebrates the successes of all students.

The role of **Leadership and Management** is to provide opportunities for improvement across all sectors of the school. In 2015, this process continued with a great deal of time and effort spent ensuring staff and students improve their learning and understanding. Through the role of Leadership and Management many initiatives were put in place to engage our community in the life of the school. All of the initiatives undertaken were intended to facilitate the professional growth of staff and establish supportive links that reflect the core Catholic values of our school. The leadership team continued to meet and provide direction. Greater emphasis was given to the catholic identity of the school and what this meant for the Leadership team. The need for whole school Professional Development was identified and funds and time was provided to ensure this occurred. A major emphasis in 2015 and one that will continue in 2016 is the process of receiving purposeful feedback in an environment of trust. This process would involve an opportunity for professional discussion to occur. From these discussions, future goals of improvement could be developed. It has begun in 2015 and will be strengthened in the coming years.

In the **School Community** Sphere in 2015, there has been a continuation of developing and sustaining our school community, in which all stakeholders work together in positive partnership. The school analysed available data and identified the strengths and challenges and then spent time reflecting on these. We continued to promote active partnerships with the parents and community and as a result, it has been pleasing to note that parents felt that they had an opportunity and were encouraged to make a contribution to the school. The extensive initiatives that have engaged our school community have indicated improved engagement and this will be strengthened in the future.

## Education in Faith

### Goals

- To strengthen the Catholic identity of the school
- To strengthen the Learning and Teaching of Religious Education

### Intended Outcomes

- That the students and staff will be reflective and active in their faith and take positive actions in light of the teaching of the gospels and traditions
- That Religious Educational pedagogical practice will be enhanced in order to improve the teaching and learning of Religious Education so that the students will have a deepened knowledge and understanding of the Catholic tradition

A Staff Development Day was held at the beginning of the school year to place an emphasis on building positive staff relations at all levels in the school. The Religious Education Catholic Advisor led this day from the Southern Zone. This provided an opportunity for all staff to participate in a reflection on the Catholic traditions underpinning the Church's social justice teaching and practise, the focus being the on the 10 principles of Catholic Social Justice.

The staff have been provided with opportunities to prepare and participate in meaningful staff prayer and reflections. Prayer at staff meetings have been scripture focussed. There have also been opportunities for staff to respond to personal, local and global crises through prayer.

The staff have been instrumental in assisting and planning class, level and whole School masses. There have been opportunities to celebrate combined school masses with the North School at the commencement of the school year and at a celebration of St. Paul's Day.

Liturgical celebrations have marked the key events in the Church. The children have participated in class, level and whole school celebrations to mark Lent, Easter, Advent and Christmas.

A farewell mass to the principal Mrs. Helen Greenhill was a notable mass which reflected the staff, students and parents' thanks giving for the years of service to Catholic Education and in particular to her service to the St. Paul Apostle Community.

Grades 3, 4 and 6 have sacramental family nights. These evenings have been planned in consultation with Fr. Tim and the parish team as well as the School's Religious Coordinators and class teachers to prepare the students to receive the following three sacraments - Reconciliation, Eucharist and Confirmation. These evenings have been informative and included both student and parent dialogue and participation.

Staff have been provided with the opportunity to further address the way that Religious Education is assessed and reported. The Religious Education Adviser from the Southern Office led and supported the teachers to look at assessment tasks for the students that would provide evidence of a student's knowledge and understanding of the Religious Curriculum.

The teachers were also supported to address the need to imbed the Religious Education into the school's inquiry learning thus assisting the students to make meaningful, relevant and long lasting connections with the Gospel values and how they live their lives. Units of work were developed with the collaboration of the teachers, REC and Religious Advisor. These units will be assessed and revisited.

The staff, students and parents were involved in the Enhancing School Identity Project. This involved completing surveys which elicited response as to how we see Catholicity in our school and how we would wish to see it. The results of the survey are being analysed and the report will be forthcoming.

Social Justice is an ongoing focus in the school and we participated in the Caritas Project during Lent as a means of service and of raising awareness how we can help others. The money raised is used to educate and resource communities abroad who need assistance to sustain their life and dignity.

There has been an improvement in certain aspects of the Catholic Culture of the school. Links between the school and parish have been strengthened, student behaviour and actions are more closely aligned to Gospel values, and there have been increased opportunities for students and parents to participate in Faith activities.

The school has been strategic in strengthening the links with the Parish sister school, including community worship in combined school masses, celebrations such as St. Paul's Day and the Parish Sacramental Program.

In adopting a contemporary approach to the teaching of Religion using the inquiry method the school has improved its teaching of Faith Education. Implementing such an approach paved the way for the students to enter into a dialogue where the integration with faith, culture and life is sought. The staff, with the assistance of R.E.C.A reviewed the assessment of the Religious Education Standards and evaluation of units of work. This resulted in more informed assessment strategies being utilised, and improved teachers' confidence. The prayer life of the school is a real strength, as each class prays together at the start of each day, participates in Christian meditation, holds sacred their prayer tables, prayer mats and their symbols.

In terms of the school's Catholic identity the Enhancing Catholic School Identity survey results conclude that the majority of staff and parents and the majority of year five and six students claim they have an active prayer life and that an overwhelming percentage of adults (teachers and parents) and a large percentage of students explicitly support the Catholic identity of the school. The report describes St Paul Apostle South school as a very strong Catholic Faith Community.

## Learning & Teaching

### Goals

- To provide a stimulating learning environment based on contemporary practice that engages students

### Intended Outcomes

- That educational standards in numeracy will improve
- That educational standards in writing will improve
- That the teachers will continue to build their skills, knowledge and understandings about the teaching of reading

### Achievements

In 2015 the school continued to focus on providing a high quality education program that equips students with a broad range of knowledge, skills and personal qualities to confidently meet the challenges of life. We also focussed on further developing and enriching teaching and learning practices in order to improve student-learning outcomes.

To achieve the above goals, we did the following –

- Continued to implement new structures for teaching reading comprehension.
- Trialled and implemented CAFÉ strategies for teaching reading comprehension.
- Continued to use interactive read aloud with a focus on comprehension in F-6.
- Focused on personalizing literacy teaching according to the evidence/data (Fountas & Pinnell foci and CAFÉ).
- Further developed our understanding about effective planning for teaching writing using the teaching and learning cycle.
- Used a variety of multimodal texts for teaching reading and writing.
- Planned Literacy term overviews using AusVels for all levels.
- Administered assessments and analysed them on a regular basis according to the revised assessment schedule.
- Provided regular and personalized PLTs during level planning times.
- Analysed data at PLTs and used the information for effective planning.
- Provided intervention for at risk students. (Reading Recovery and Quick 60)

Our Fountas and Pinnell data shows some significant growth in the reading comprehension skills of our students. The school growth has been higher than the expected growth.

### Prep to Year 1 growth

	Late Oct/Mid Nov 1	Late Oct/Mid Nov 2	Late Oct/Mid Nov Difference
School Growth	E-F	K-L	6.16
Expected Growth	C	H-I	5.5
Difference			0.66
N	26	27	25
%			93

### Year 1 to Year 2 growth

	Late Oct/Mid Nov 1	Late Oct/Mid Nov 2	Late Oct/Mid Nov Difference
School Growth	J-K	M-N	3.07
Expected Growth	H-I	M	4.5
Difference			-1.43
N	47	46	43
%			93

### Year 2 to Year 3 growth

	Late Oct/Mid Nov 1	Late Oct/Mid Nov 2	Late Oct/Mid Nov Difference
School Growth	N-O	Q-R	3.38
Expected Growth	M	P	3
Difference			0.38
N	26	29	24
%			83

### Year 3 to Year 4 growth

	Late Oct/Mid Nov 1	Late Oct/Mid Nov 2	Late Oct/Mid Nov Difference
School Growth	Q-R	T-U	2.59
Expected Growth	P	S	3
Difference			-0.41
N	39	33	32
%			97

### Year 4 to Year 5 growth

	Late Oct/Mid Nov 1	Late Oct/Mid Nov 2	Late Oct/Mid Nov Difference
School Growth	T-U	W-X	3.57
Expected Growth	S	V	3
Difference			0.57
N	40	38	37
%			97

### Year 5 to Year 6 growth

	Late Oct/Mid Nov 1	Late Oct/Mid Nov 2	Late Oct/Mid Nov Difference
School Growth	Y-Z	Z-[	1.00
Expected Growth	V	Y	3
Difference			-2.00
N	33	31	21
%			68

## Maths

Following the ongoing support of the SAMs over the previous 2 years, 2015 saw our school continuing to use the SAMS model to continue to develop best practise for the learning and teaching of Mathematics in contemporary classrooms. 2015 is seen as a consolidation year in Maths.

We established an assessment plan across the school, which has been adapted to ensure that we are assessing both to inform our teaching and to track the progress of our students. We continued developing a very workable and well informed Maths planner which incorporates the expectation of the AusVELS curriculum, including the levels before and after the one we are teaching, the key ideas for each topic, pre and post testing, enabling and extending prompts and flexible sessions that reflect the desired outcomes.

Our Staff have become well-informed and critical users of different testing platforms such as PAT Maths, The Early Years Interview and pre and post assessment for each unit. We believe that this has allowed us to better direct our teaching towards the needs of the students and expect to see this reflected in better results and measured improvement. The Maths Co-ordinator led planned Professional Learning for the staff via PLT meeting or Staff meetings.

In May, children were formally tested in both NAPLAN and PAT MATHS. NAPLAN data was placed on SPA to see growth and PAT MATHS was placed on Excel spread sheets to compare growth in scale scores over the past 6 months. In Nov 2015, we upgraded our PAT Maths to the latest 4<sup>th</sup> Edition (online through ACER) and these results were placed on SPA so we can judge growth over 12 months.

## Teaching and Learning

Inquiry Learning Leader - POL 1.5 with time release to assist and further support teachers with curriculum development, leading the implementation of Personalised Learning and expert teaching. The staff has continued to include the use of Learning Intentions, Success Criteria, deep questioning and relevant, timely feedback for learning. Teaching and Learning programs for Science, History, Geography, Health and Civics & Citizenship, are based on an Integrated Inquiry Two Year Cycle, which was updated to reflect the Victorian Curriculum standards at the end of 2015. Staff also engaged in Professional Development, which led to the integration of Religious Education within their Inquiry units (where applicable).

In 2015 we completed the documentation of our Whole School Teaching and Learning Plan. This outlines the way our teaching and learning program is structured, reflecting the decisions, resources and priorities of the school. It describes the three levels of curriculum i.e. Intended (indicating what will be taught and when, across all stages of schooling), Enacted (planning for explicit teaching, investigation and inquiry) and Achieved (assessment of student learning outcomes and achievement of targeted progress over time).

Our Whole School Teaching and Learning Plan also contains a Statement of Expert Teaching based on the 'Australian Institute for Teaching and School Leadership' (AITSL) Standards and the Professional Knowledge and Practice Model: PLAN, TEACH, ASSESS, REVIEW (based on AITSL Standards for Proficient Teachers).

All staff members have a copy of our Whole School Teaching and Learning Plan, which is used to guide their planning, and teaching practice.

## Student Wellbeing

**There is evidence to suggest that whole school approaches to student wellbeing enhance not only mental health and resilience but also promote prosocial behaviour, pupil engagement and academic learning.**

**Goals:** To implement a school Social and Emotional Learning Program.

### **Intended Outcomes:**

That student connectedness, engagement and self - responsibility will be improved.

### **Achievements:**

**Student Wellbeing** – The Social and Emotional Learning of the children is of vital importance therefore we have a number of initiatives which enrich this aspect of a child's development:

- Student Wellbeing Team including a Student Wellbeing Leader, the Principal, three teachers from each level in the school and a Specialist Teacher.
- Consistent approach to Behaviour Management across the school. The staff has developed a common set of six school rules, along with Rights and Responsibilities and Consequences for poor choices. These have been adopted across the whole school and are also communicated to the parents.
- Start Up Program for the first two weeks of each school year with a focus on Social, Emotional Learning (SEL).
- Human Sexuality Program every second year – due again in 2015
- Drug Education with explicit teaching focus at each level – 2016 Life Education
- Became an eSmart School – including provision of cyber bullying information sessions to parents, students and staff.
- First Aid training for all staff is regularly updated including, CPR and Anaphylaxis Management.
- An Active SRC and School Leaders Program providing opportunities for student voice.
- Onpsyche Pty. Ltd. Providing professional counselling by a clinical psychologist.
- Monitoring of playground incidents and behaviours.
- Bunnarong Playground where children can explore, create, role-play. This is an alternative area for free play to cater for children who do not want to play on the oval or basketball and tennis courts.
- Transition Program continued for the Grade 6 students
- Leadership Program for the Grade 5 students
- Big Buddy Program introduced in 2015
- We are members of the Alannah and Madeline Foundation 'Better Buddies' to strengthen our existing Buddy System
- Prep Parent Meetings – one per term on various issues
- Kindergarten Visits to promote our school
- Incursions for children including: Ambulances in Schools, RACV Road Safety and the local Fire Brigade

The school is committed to embedding the five principals of Social and Emotional Learning into the curriculum in order to develop a SEL framework for learning. The Inquiry Unit planner has been adjusted to include the SEL Principles. **Attendance**

#### Procedures:

- The school has good student overall average attendance rates
- The school records attendances online twice daily using the Nforma Attendance roll. Any absences for a sustained period of time are investigated, in the first instance, by the classroom teacher and then if necessary by the Student Wellbeing leader in consultation with the Principal.
- Students are required to bring a written note from a parent or guardian explaining their absences. In addition, students are required to present at the front office to record any late arrivals and early dismissals.
- Due to the high number of families from backgrounds other than Australia, there are quite a number of families who take extended leave to visit family from their country of origin. The school requires to be notified in writing, stating the dates that the children will be away from school.

The school makes contact by phone or in writing to any parents who have not previously notified the school of absences. The brochure 'It's not OK to be Away' is also made available to parents to help them understand the importance of regular attendance.

#### Value Added

The introduction to a Social Emotional Learning Framework has been a very positive step for our school. The staff have also been given opportunities to focus upon the five key principles of SEL and increase their understandings and knowledge. The school have incorporated SEL into the Inquiry Learning planner. The excellent work of the Student Wellbeing Team is very much valued by staff and families.

<b>Student Satisfaction</b>	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>
<b>Student Morale</b>	83%	82%	79%	75%
<b>Student Distress</b>	85%	86%	84%	83%
<b>Connectedness to school</b>	92%	91%	90%	86%
<b>Student Safety</b>	89%	83%	86%	85%
<b>Student Motivation</b>	92%	93%	90%	87%

These above results speak for themselves as the data indicates that overall Student Satisfaction is very pleasing. The strength of our school is in the students who obviously are motivated with high morale and feel safe and connected to the school.

This is a credit to the parents, staff and students and compare most favourably with the State overall.

Student Behaviour is also a great strength due to the school's consistent approach to Behaviour Management, with clear expectations and follow-up. The work of the Student Wellbeing Team is also a great support to the staff and students.

## Leadership & Management

### Goals

- To strengthen the performance and development culture of the school

### Intended Outcomes

- That role clarity for individuals and teams will improve.
- That staff will have multiple opportunities to seek, receive and give effective feedback.
- That all staff will develop and demonstrate a shared understanding of effective professional practice.

### Achievements

The role of **Leadership and Management** is to provide opportunities for improvement across all sectors of the school. In 2015, this process continued with a great deal of time and effort spent ensuring staff and students improve their learning and understanding. Through the role of Leadership and Management many initiatives were put in place to engage our community in the life of the school. All of the initiatives undertaken were intended to facilitate the professional growth of staff and establish supportive links that reflect the core Catholic values of our school. The leadership team continued to meet and provide direction. Greater emphasis was given to the catholic identity of the school and what this meant for the Leadership team. The need for whole school Professional Development was identified and funds and time was provided to ensure this occurred. A major emphasis in 2015 and one that will continue in 2016 is the process of receiving purposeful feedback in an environment of trust. This process would involve an opportunity for professional discussion to occur. From these discussions, future goals of improvement could be developed. It has begun in 2015 and will be strengthened in the coming years.

It is also important to note that in 2016, the four-year annual review will occur. A large amount of work will be undertaken by all staff in their efforts to critically analyse the strengths and challenges that must be addressed in order for the school to continue to improve. The staff will be encouraged to support a sphere of interest and then look at patterns from the Insight SRC data. Staff recommendations will be made and these will form the basis of section 5 of the Self Reflection report. These staff recommendations will then be taken into account when the external reviewer completes the final report. After consultation with the external reviewer occurs, the School Improvement Plan will be devised for the next 4 years.

An important aspect of Leadership and Management is to ensure that the Catholic identity of the school is enhanced school by providing staff and students the opportunity and learn about traditions and practise the faith. As has been the case of many years also, the South School, the North school and the parish team continued to work closely together to plan the Sacramental program. This has benefits on many fronts in that there was more alignment between the parish program and the school RE curriculum. It also builds stronger relationships between the staff of the two schools and the parish team.

## EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

### DESCRIPTION OF PL UNDERTAKEN IN 2015

Southern Region REC Network

Southern Region Schools Improving Schools Project – Yr. 2

Literacy Assessment Project Yr. 3-6

Southern Region Teaching & Learning Network X 4 hosted by St Paul Apostle Sth  
 South Eastern Principal's Network  
 South Eastern Principal's Network Conference  
 Southern Region Deputy Principal's Network  
 Southern Region Student Services Network  
 Southern Region Student Wellbeing Network  
 Southern Region Admin Officers Network  
 P-6 Literacy Leaders Cluster  
 Reading Recovery – Professional Learning, Seminars,  
 Maths Regional Leadership Cluster meetings  
 Whole School Closure Days  
 Regular Professional Learning Team meetings for Literacy and Maths  
 Student Wellbeing Leaders Meetings – All regions  
 First Aid Training  
 Learning Support Officers Workshops

<b>NUMBER OF TEACHERS WHO PARTICIPATED IN PL:</b>	<b>24</b>
<b>AVERAGE EXPENDITURE PER TEACHER FOR PL</b>	<b>\$3500.00</b>

## **TEACHER SATISFACTION**

### **School Leadership Structure**

The staff values the School Leadership Team, which comprises the Principal, Deputy Principal, Religious Education Coordinator, Literacy Leader, Maths Leader, Student Wellbeing Leader, Student Services Leader, Teaching & Learning Leader. The School Improvement Team meets 3-4 times per term to assist in the implementation of the Annual Action Plan.

### **Professional Learning Teams**

These are a valued part of our professional learning and the staff attend weekly Professional Learning Team Meetings (PLT's) as well as staff meetings and Level Planning. This has had the effect of developing good teamwork. The staff have also been focused upon personalisation of learning and improving school effectiveness.

The high rate of staff retention (90.00%) is a very stabilising aspect for building trust and continuity within our professional learning teams. It is also interesting to note that more than 50% of staff have either Graduate Diplomas or Masters Degrees.

It is important to note that in the major areas that define Leadership and Management, growth has occurred in each of the area. Whilst this is very pleasing, there must be a continuation of the development to ensure that improvement across all sectors continues. In the area of Appraisal and Recognition and Professional Growth, results have remained stable or have improved over 2015. In the area of Teamwork

Empowerment Ownership there has been growth from 2014. In the area of Supportive Leadership and Role Clarity these two areas have improved however these are areas that has been identified for continued work to ensure continued growth. In the area of Approachability, School Improvement, Teacher Morale and Behaviour Management growth has also occurred and this is pleasing.

## School Community

### Goals

- **To develop stronger relationships and active partnerships between the school, the parents and the wider community to become an “outwardly facing” school.**

### Intended Outcomes

- **That stronger links between the school and the parent community are established in order to develop a more positive perception of the school.**

### Achievements

- Active community engagement creates positive partnerships and working relationships between the school, parents and community. Some of the ways in which we achieved this included:
- Parent Involvement – this has significantly improved in recent years e.g working bee numbers have increased; assistance with and attendance at various events have also shown an increase.
- Parent Room – the school has a well-utilized Parent Room with easy chairs, tea and coffee making facilities and noticeboard etc. It is also home to our playgroup each Monday morning.
- Enrolments & Marketing – The school held Open mornings with tours of the school for prospective families. The Principal personally visits preschools and childcare centres in the area to deliver information packs. The SRC reps also visited local kindergartens and organised literacy & numeracy tasks for the pre-schoolers.
- Whole School Production – This happens every two years and is performed over two nights at The Drum Theatre, Dandenong. The students are all involved and perform on one of the nights. Grade 5 and 6 students and the choir perform both nights. Children help make props in their art lessons and rehearse during music lessons.
- Out of School Hours Care Program - is outsourced to Extend Australia which provides before and after care and a Vacation Care program available to the wider community.
- Sporting Schools Australia - our school was a pilot school for this program. Funding was used to provide activities on 2 afternoons per week (after school). This provided activities for approximately 60 - 70 students per week. The sport changed each term to allow students to experience sports they might otherwise not have access to.
- Parents and Friends Association - P&F members gave much of their time and effort for a variety of events throughout the year including: the Fair, Easter Raffle; Mother’s Day Stall; Mother’s Day Afternoon Tea; Father’s Day Stall and Dad’s Matter Evening; Christmas Raffle, Kid’s Discos.
- RSL – Memorial Services for ANZAC Day and Remembrance Day - each year the senior students are invited to sing at the memorial services at the Endeavour Hills Memorial for Returned Servicemen and Women. The RSL have also sponsored our school from time to time to offer financial assistance to students in need.
- Caritas Australia - each year the school participates in the Project Compassion Appeal to raise money for Caritas Australia.
- Celebration of Learning Evening - this is a time to showcase the many wonderful ways the children learn. The attendance was very good and the feedback indicated that the parents and children really loved the opportunity to come to school and celebrate the learning-taking place.

- Ride2School - the children have been encouraged to ride to school and students promote this at flag raising on Monday mornings.
- Interschool Sports - In 2015, the school, once again, participated in Interschool Sports each Friday morning during Terms 2 & 3. The school also held Athletics trials in preparation for the District athletics. We also participated in zone swimming carnival.
- St Paul's Day – this is always a fun day to celebrate the Feast of St. Paul with the North School. In 2015 the North school hosted
- St. John's Regional College – each year we host students who come to the school for community assistance. They are always a delight to have with us. We hold our school sports on the grounds of St John's which also fosters the relationship between the schools
- Community Service/ Work experience – The school has several students each year who come to complete their Work experience or Community Service.
- St Paul Apostle South School Choir - performs at various venues during the year. In 2015 the choir once again was invited to entertain at several events. All credit to Miss Jody Banks, our wonderful music teacher.
- St. Paul Apostle Community Hall - in 2015 the school hired the hall for private use as well as many community events. It is an excellent venue for a range of activities and is well utilized by the community
- Mother's Day and Father's Day were celebrated with an afternoon tea (Mothers) and an evening of activities (Fathers)
- Bunnarong Community Garden Project continued in 2015. In 2013 the school met with the Justice, Peace and Integrity of Creation Group from the parish and decided to combine their talents and expertise to develop a Community Vegetable Garden. The idea being so that the school and parish could work together to produce vegetables for the newly established Soup Van. Late in 2013 the group received a Sustainability Grant from the City of Casey for \$2000, which was used to begin the Community Garden. The garden is established in the grounds of the school and has produced some magnificent vegetables.
- The children have also been involved in cooking some soup with their produce and this was donated to the soup van, which supplied much-needed goods and food to those less fortunate families in our community. The project continued to grow in 2015 under the leadership and dedication of Mrs Anna Bortignon. The children have once again been able to give the parish Soup Van vegetables grown in the garden. We are extremely proud of this project and thanks must go to the members of the JPIC group and the staff, students and parents of the South School.

## Financial Performance

REPORTING FRAMEWORK	MODIFIED CASH \$
<b>Recurrent income</b>	<b>Tuition</b>
School fees	104,172
Other fee income	104,646
Private income	23,282
State government recurrent grants	525,741
Australian government recurrent grants	1,866,415
<b>Total recurrent income</b>	<b>2,624,256</b>
<b>Recurrent Expenditure</b>	<b>Tuition</b>
Salaries; allowances and related expenses	1,884,968
Non salary expenses	500,432
<b>Total recurrent expenditure</b>	<b>2,385,400</b>
<b>Capital income and expenditure</b>	<b>Tuition</b>
Government capital grants	-
Capital fees and levies	133,096
Other capital income	1,978
<b>Total capital income</b>	<b>135,074</b>
<b>Total capital expenditure</b>	<b>63,359</b>
Loans (includes refundable enrolment deposits and recurrent, capital and bridging loans)	
<b>Total opening balance</b>	<b>1,046,921</b>
<b>Total closing balance</b>	<b>946,736</b>

*The information provided above does not include system levies charged to individual schools, intra-systemic transfers and, for primary schools, the diocesan supplementary capital fund supporting primary schools' capital borrowings.*

The information provided in this VRQA template is not comparable with other educational sectors or to ACARA school-level income reports displayed on the MySchool website. ACARA school level reporting requires system level income from Government grants and some private income to be allocated to each school resulting in a small adjustment to the total level of school resources. Currently, recurrent income from Government sources, school generated income and capital expenditure are reported by schools. When assessing the private income of the school, both recurrent and capital school fees are included.

## Future Directions

### Education In Faith

The continuing challenge for our school in the future is to enhance our Catholic Identity and also provide quality faith education for the whole child. The school will receive the results of the ECSI survey results and then, as a staff, will continue to provide opportunities for the community to move from the literal to the post critical. The school will also provide opportunities for prayer, liturgy and social justice initiatives. It is also important to effectively integrate Religious Education into Inquiry, as it will provide greater meaning to the students within their lives. The school will also continue to strengthen ties with the parish. The school will remain committed to the mission of Catholic Education and therefore, the staff will also be supported by professional learning and faith formation again in 2016.

### Teaching and Learning

St Paul Apostle South continues to provide a quality education to its students and this will continue in 2016. Data will be used in both summative and formative forms and will be used to further improve the literacy and maths skills of all students by extending and broadening their learning experiences. An important initiative for 2016 will be to implement individual student and teacher goal setting, which will support and enable students and staff to build on their capacity to learn and teach. The parents need opportunities to see our educational programs at work, so that they can see that the school is addressing the needs of their children and the introduction of student assemblies should assist in this endeavour.

### Student Wellbeing

In 2016 the school will continue to provide a strong focus on Student Wellbeing with an emphasis on Social and Emotional Learning (SEL). This provides the children with a welcoming, positive start to their new year of learning. The school will continue to embed the practices of Social and Emotional Learning through the Better Buddies program as well as the introduction of the Kids Matter Program. The school will also continue to develop the SRC model thus creating increased opportunities for student connectedness and Student Voice. It is also important to articulate to the students the purpose of the SEL activities so that the students can develop an understanding of what SEL has to offer.

### Leadership and Management

The School Improvement Team (SIT) will continue to opportunities for all staff to become leaders in their own right. It is also the role of the leadership team to provide opportunities for staff to begin the process of receiving purposeful feedback in an environment of trust. In 2016, all staff will participate in numerous opportunities to develop their professional knowledge and capabilities. All of the initiatives undertaken are intended to facilitate the professional growth of staff and establish supportive links that reflect the core Catholic values of our school. Strategic planning will allow new learning within our classrooms to become embedded before taking on new initiatives. Leadership must also explore avenues to increase the involvement of parents in the life of the school so as to develop a deeper relationship with the community.

### School Community

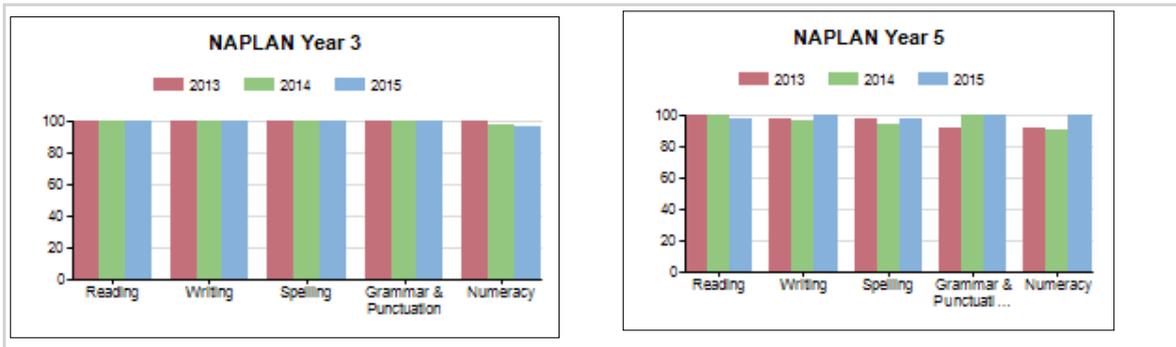
The school will continue to commit to building community within the school and parish as well as reaching out to the broader community. Our aim is to create an environment where parent partnerships for learning create engagement for all, which is much more than simple involvement. We will continue to develop links with the parish, St. Paul Apostle North, St. John's College, Dandenong, the City of Casey and the local preschools in the area. The Parents and Friends committee will be the connection of school to community and provide opportunities for social and fundraising events. The school will also be promoted throughout the wider community as a viable alternative to other educational facilities within the area.

## VRQA Compliance Data

**E1319**  
**St Paul Apostle South School, Endeavour Hills**

**PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS**

<b>NAPLAN TESTS</b>	<b>2013</b> %	<b>2014</b> %	<b>2013–2014</b> <b>Changes</b> %	<b>2015</b> %	<b>2014–2015</b> <b>Changes</b> %
YR 03 Reading	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Grammar & Punctuation	100.0	100.0	0.0	100.0	0.0
YR 03 Numeracy	100.0	97.4	-2.6	96.4	-1.0
YR 05 Reading	100.0	100.0	0.0	97.4	-2.6
YR 05 Writing	97.4	97.0	-0.4	100.0	3.0
YR 05 Spelling	97.4	93.9	-3.5	97.4	3.5
YR 05 Grammar & Punctuation	92.3	100.0	7.7	100.0	0.0
YR 05 Numeracy	92.3	90.9	-1.4	100.0	9.1



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.78
Y02	92.18
Y03	94.10
Y04	92.75
Y05	93.16
Y06	91.62
Overall average attendance	92.60

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	86.69%

STAFF RETENTION RATE	
Staff Retention Rate	90.00%

<b>TEACHER QUALIFICATIONS</b>	
Doctorate	0.00%
Masters	21.05%
Graduate	31.58%
Certificate Graduate	10.53%
Degree Bachelor	57.89%
Diploma Advanced	47.37%
No Qualifications Listed	0.00%

<b>STAFF COMPOSITION</b>	
Principal Class	3
Teaching Staff (Head Count)	21
FTE Teaching Staff	14.180
Non-Teaching Staff (Head Count)	9
FTE Non-Teaching Staff	9.351
Indigenous Teaching Staff	0