

St Paul Apostle South School

Endeavour Hills



**ANNUAL
REPORT
TO THE SCHOOL
COMMUNITY**



St Paul Apostle South Primary School
9 William Hovell Drive
Endeavour Hills

2018



REGISTERED SCHOOL NUMBER: 1820

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Contact Details

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|---------------------------|--|
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Minimum Standards Attestation

I, Paul Gleeson attest that St Paul Apostle South Primary School is compliant with:

All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2017 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA.

Australian Government accountability requirements related to the 2018 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

Monday 4th February 2019

Our School Vision

At St Paul Apostle South School:

- We are guided by the teachings of Jesus Christ and we respond to today's world in the light of the Catholic tradition.
- We are committed to nurturing the whole person so that our students become responsible and connected local and global citizens.
- We strive to learn continuously in order to best meet the needs of our students in the 21st Century.
- We respect the dignity of each member of our school community by appreciating the diversity of language, culture and faith.

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 Kevin Dance CP. Three sisters belonging to the Passionist order also support the parish community.

2018 Enrolments were 231 including 2 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 46 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. 4, First Eucharist in Yr. 4 and Confirmation in Yr. 6.

Student Wellbeing

Social Emotional Learning (SEL) is an important focus for our school. Programs such as Cyber safety, 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, CatholicCare provide clinical psychologists for individual support. St Paul Apostle South has gained accreditation as an eSmart School. The school also has a variety of opportunities for student voice and action through the SRC and Student 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 2018 the school was arranged across 11 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, Learning Diversity Leader. The Leadership Team meet monthly to lead the implementation of the Annual Action Plan.

Curriculum

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

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 2018 there were twenty-one children who received SWP Funding for Severe Language Disorders, Intellectual Disability, Autism Spectrum Disorders or Physical Disability. Student learning is supported with Personalised Learning Plans and regular Parent Support Group Meetings. We offer support via the Student Services coordinator and our team of 7 highly capable Learning Support Officers (LSO's) have completed further studies in Certificate IV - Administration and Learning Support.

Extra-Curricular Activities

The extra curricula activities include Yr. 5/6 camp, Interschool sports, Sport in Schools Community Program weekly, excursions and incursions, Book Week, Open Mornings, Celebration of Learning days, Twilight Sports Meeting at St. John's Regional College, District Cross Country competition, Talent Quest and our School Concert held in late September.

Parent and Community Involvement

The Parents' Association assist with 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 parents' 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

The life and strength of a school is often determined by the partnerships that exist between all stakeholders within a community and it was with this emphasis, that 2018 brought many triumphs and some real challenges. The building of community spirit provides an opportunity for the partnership in education of family and school to become even stronger and more vibrant. A great deal of work was achieved and parent satisfaction continues to grow within the school. Parents are given the opportunity to meet in a formal setting three times per year, an increase from the previous year.

With the continued assistance of a vibrant Parents Association, the fundraising for the school has increased. The major development for the Parents Association and through the support of all families, is the continued redevelopment of the lower playground area. The plan, over a two-year period, is to artificially surface the playing area to make it a 'softer' space for the students to play. It is important for the community to contribute to this major redevelopment and it gives real purpose to fundraising efforts.

Our students continue to show improvement in the area of NAPLAN and the investment of time and effort will consolidate the work by our staff. PD will continue to be provided to ensure that the quality of teaching continues to develop and improve.

It is an important belief within our community that we have a great responsibility in assisting those less fortunate than ourselves and therefore we have been very proud of our continued support of St. Vincent De Paul and other major organisations. The support of these clearly shows the gospel values of care and compassion alive within our school community. This is the basis from which we work and the students are reminded of their responsibility to assist those who are less fortunate. The gospel stories spread the message of support and the students are required to act upon these messages.

The school will look again to 2019 with great optimism. We will continue to provide programs that develop the whole child both educationally, emotionally, socially as well as spiritually. We are steadfast in our beliefs that the central message of Jesus Christ provides the example for all that we are and all that we do. Our close connection to the parish continues to be an important basis of why we exist and our new initiatives provides us with the opportunity to further develop the faith of our students and community.

Education in Faith

Goals

- To strengthen the Catholic identity of the school in a contemporary context
- 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 practices 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.

Achievements

Term 1 2018

A combined school mass with the students and staff from the North School started the beginning of our faith journey for the year. We welcomed new students, parents and staff. This also marked the beginning of Lent, Ash Wednesday.

The early beginning to Lent provided an opportunity for the students and teachers to prepare for Easter. During Lent, the focus was on fasting, prayer and alms giving. The students were encouraged to support fundraising for Caritas Australia, as a means of supporting Social Justice. Using the Project Compassion website, the students became familiar with how some families have different lifestyles from their own. Some of these families lived in Australia but focussed mainly on the needy and less fortunate families in South East Asia. This allowed the students, to become more personally aware of the challenges for these families and how the money raised could make a difference to their lives. The RE Captains tallied the donations on a weekly basis and updates were delivered in the newsletter. Our total amount raised for Caritas was \$431.65.

Staff continued to work on the new RE curriculum with support given in Professional Learning Teams. Staff started the process of breaking down key learning goals in Religious Education.

In week 8 of Term 1, the candidates for Reconciliation started their journey participating in a Parish based programme with Family Night. The Parish team, the South and North School Religion leaders and teachers presented different key understandings on the night. History, scripture, what forgiveness looks like to me at home and God's unconditional love where the topics of discussion. The night concluded with a clip of Pope Francis receiving reconciliation, to show the children that we all need to be reconciled.

In the final weeks of Term 1, levels worked hard to practice our reflection of Holy Week through our Journey to Jesus Liturgy. Each level marked a significant day of Holy Week through a jointly constructed Liturgy where song and scripture where the mediums used.

Term 2 2018

The beginning of Term 2 saw the continued program for Reconciliation candidates with a workshop day provided by the Parish team. The candidates made their first Reconciliation on the 24th of April.

This year saw a change in when children prepared and celebrated Sacraments. They now make both the Sacrament of Reconciliation and Eucharist in the same year, grade 4. As the same candidates that received the sacrament of Reconciliation came together for the preparation for Eucharist it was lovely to see friendships that had formed and a connectedness to home, school and parish life. The candidates received the Eucharist over a few weekends concluding in June.

Prayer bags were introduced to the children. A bag was given to each grade that consisted of a cross, prayer mat, Bible and candle. Children were encouraged to take the prayer bag home for a week and to take some time out of their week to pray together as a family.

The Social Justice focus for this term was on supporting the St Vincent De Paul's charitable works. The school celebrate "Tinnies for Vinnies" day where children brought in a number of different items to support those in need. This "Tinnies for Vinnies" Drive is timed to coincide with the Feast of the Sacred Heart. St Vincent De Paul were overwhelmed with our donations.

Staff discussed the importance of celebrating those that walk in Jesus' footsteps throughout their day and a new award for assembly was introduced "In the Footsteps of Jesus Award." This award is to be given to those students who set an exemplary level of love and compassion as they walk in the footsteps of Jesus. The award was handed out at assembly throughout the year.

The school community was drawn together in prayer as we mourned the loss of Robyn Arentz on the 1st of June. Robyn commenced work at St Paul Apostle South 17 years ago and during that time she has worked tirelessly supporting children and their families. Our faith community joined together and celebrated 'Rainbow Day' in honour of Robyn and the light she brought into the world.

Finally in Term 2 the Feast of St Paul the Apostle was celebrated on the 19th of June. The North and South schoolteachers and students celebrated a combined Mass at St. Paul Apostle South School to mark this occasion, which was lead by the South school. As 'One Family' both schools celebrated the day together at St Paul Apostle South participating in a drum workshop, a puppet show, classroom activities and lunch was provided and shared together.

Term 3 2018

Staff created Target Skills that they then used for the School Report in Religious Education. These target skills were generated in PLT's from discussions regarding the topics covered and the new curriculum.

There were two whole school masses celebrated in this term, The Feast of Saint Mary MacKillop and Grandparents Day. A whole school liturgy was also celebrated for the Feast of the Assumption.

Candidates for Confirmation attend a Family Night on the 28th of August that started their preparation for Confirmation, which also included a workshop day where Bishop Elliot had a lively discussion with the students about their chosen saints.

Term 4 2018

The candidates reverently received the gift of the Holy Spirit in a faith filled celebration led by Bishop Elliot on the 12th of October.

Advent and Christmas is a time that the students have to focus on the birth of Jesus. The combined Prep Mass with the North school will provide an opportunity to begin the Advent traditions, as well as congratulating the 2018 Preps and welcoming the 2019 Preps. The 2018 preps handed the 2019 preps a candle for their light to shine in our community now and always.

In school, each class has their own Advent wreath and candles. This time is explained to the students at the appropriate level of understanding and supported by scripture readings. Monday morning Assembly was the perfect time to light the Advent candles and reflect as a whole school on the season.

The school community were invited to attend our Christmas Carol night where the Nativity story was told. The story of the Nativity was presented by the Prep students while the other levels supported the story by singing the Christmas Carols. A great sense of hope and wonder for the birth of our King was created at this time.

Learning and Teaching 1

GOAL:

- To build a learning community where all are challenged to achieve their best.

INTENDED IMPROVEMENT OUTCOMES:

- That learning growth will improve for all students
- That learning is personalised so that all students are challenged and motivated to do their best
- That quality teaching, engaging practice and purposeful teaching will improve
- That design and creativity and technology (STEM) will be integrated in the teaching and learning

KEY IMPROVEMENT STRATEGIES:

- Ensure the curriculum, pedagogy and assessment is challenging, rigorous and engaging.
- Promote a culture of excellence.

| LITERACY | NUMERACY |
|---|---|
| <ul style="list-style-type: none"> • Building teacher capacity through regular PLTs • Continued focus on teaching writing effectively. • Expanding vocabulary of EAL learners through visual displays and word wall in the classroom. • Continue to implement CAFÉ goals and strategies in reading. • Continue to implement regular assessments in literacy to inform teaching. • Set targets in literacy and analyse data at PLTs. • Consistent planning and assessment of literacy P-6. • Assessment of explicit target skills from the English curriculum to reflect the Victorian Curriculum standards. • 2 hours uninterrupted literacy sessions every day. | <ul style="list-style-type: none"> • Building teacher capacity through regular PLTs focusing on high achievers. • Focus on problem solving to improve Naplan scores and extend high achievers. • Make maths strategies and vocabulary visible for visual learners. • Administer pre-test and post-test for each maths topic. • 1 hour maths session every day. • Use of a variety of resources for teaching maths. • Assessment of explicit target skills from the Mathematics curriculum to reflect the Victorian Curriculum standards. • Maths topic related picture story books were added to the resources. |

| | |
|---|--|
| <ul style="list-style-type: none"> • Use of a variety of resources for teaching literacy. • Reading recovery program provided for struggling readers. • Leveled Literacy Intervention for struggling readers in Yrs 3-5. • STA program for oral language development of at risk students. • Attended PD on teaching Phonics. Trialled and implemented teaching phonics explicitly P-6. • Participated in the CEM Oral Language Project for improving behaviour. • Introduced and administered 'Renfrew Action Picture Test' for oral language. • Added the PAT Early years to our current suite of PAT tests. • Phonological awareness program in Prep | |
|---|--|

RECOMMENDATIONS for 2019

Literacy

- Support and enable staff to build on their capacity to teach writing effectively through a consistent approach F-6. Trial and implement F-6 writing planner.
- LLI for low students in years 1-4
- Participate in the Oral Language Project through CEM F-2 and extend it to year 3
- Review and implement literacy assessment schedule F-6 (PAT Early years)
- Learning intentions and success criteria to be displayed
- Implement consistent phonics based teaching F-6
- Explore, trial and implement the learning progressions in planning and teaching

Maths

- Start each maths lesson with an open ended problem
- Use essential assessment for pre test and post test to inform teaching
- Number and applied maths to run consecutively
- Maths units will link in with STEM units
- Explore, trial and implement the learning progressions in planning and teaching

Learning and Teaching 2

2018 has been an important year for our school, the shift from inquiry to STEM and the new learning that has occurred during the process has been monumental. This year the focus was on explicitly building teaching capacity in the areas of STEM while building upon the ICT skills in the areas of photography, film and robotics. This will lead to the effective integration of design, technology, other areas of the curriculum and capabilities into our future STEM units.

Our winnings in the area of STEM this year are-

- Participation in STEM building capabilities and dispositions project.
- Formation of a STEM team to lead our way into this new approach
- Building teacher capacity through School closure day, Staff meetings, PLT's, STEM readings, Planning documents like design briefs, sample planning unit, rubrics, hands on activities and so on.
- Bringing student voice through STEM units.
- Higher student engagement as reported by some teachers and parents
- A first successful STEM celebration of learning.
- Successful STEM presentation at the CEM.
- Approval of Makerspace Australian Government Business Grant (\$5000)

Reporting to Parents:

In accordance with revised curriculum planning and reporting guidelines (*Victorian Curriculum and Assessment Authority – Dec 2015*), all schools now have much greater flexibility and autonomy in how they report on student achievement to parents. We are now focusing on assessing the capabilities and explicitly teaching for the standard. With this in mind, we have introduced a new reporting format for Inquiry units. Continuing on from last year, our report focuses on the assessment of explicit target skills from the English, Maths as well as Inquiry curriculum areas now, to reflect the Victorian Curriculum standards. This has resulted in a comprehensive overview of individual student achievement in the key learning areas each semester. Curriculum target skills are assessed according to four levels of student achievement – Above Expected Standard, At Expected Standard, At Expected Standard with Support or Working Towards Expected Standard.

This year we also started reporting on Critical and Creative Thinking Capability looking into one area of the capability ie reasoning and explicitly teaching, which we will need to build upon in the coming years and embed it into the curriculum.

ICT 2018

In 2018, STEM was implemented throughout the school into the school. Initiatives included:

- Attended Southern Digital Education Network Days – including as Google PD
- Attended STEM PD, including the NGV providing new insight into technologies of the future
- Building teacher capacity with teachers participating in ICT lessons
- Introduction of iPads to junior school iPads being used across Prep to 2, ICT, Mandarin and Art lessons
- New laptops for 3/4 students
- New computers in the Lab
- Introduction of Makey Makeys coded with scratch, linking with STEM
- Cyber safety information night for Grade 3-6 parents by ThinkUKnow
- Cyber safety information session for 5/6 students by ThinkUKnow
- Cyber safety lessons from P-6
- Introduction of Claymation
- Collaboration between ICT and Art
- Prep-6 coding
- Prep-6 continued use of Google Apps
- Photography competition entered with 5/6 students
- Complete eSmart modules through the Alannah Madeline Foundation

ICT 2019 Goals

- Cleaning up server
- Continue to collaborate with STEM leader to further incorporate technologies
- Further implement cyber safety across the school
- Continue to work on being an eSmart school
- Enter more competitions Grades 3-6
- Attend Southern Digital Networks
- Updating computer programs and iPad Apps

Reading Recovery 2018

The Reading Recovery program for Endeavour Hills 2018 is the story of two halves.

Mrs Robyn Arentz began training in Reading Recovery at the beginning of the year. Due to ill health I took up the position on June 4th. At this point, four students of greatest need (Reading level at the time) were selected from the grade one cohort.

Each student completed an Observation Survey and Record of Oral Language at the beginning of the programme.

Results:

| Student | Letter Id | Concepts about print | Clay word | BURT Word | Writing words | Hearing sounds in words | Record of oral language | Text level |
|---------|-----------|----------------------|-----------|-----------|---------------|-------------------------|-------------------------|------------|
| KD | 54 | 19 | 9 | 22 | 19 | 36 | 21 | 7 |
| MV | 52 | 17 | 13 | 25 | 33 | 35 | 26 | 7 |
| RS | 52 | 21 | 9 | 22 | 19 | 27 | 18 | 4 |
| MT | 53 | 14 | 7 | 20 | 14 | 29 | 15 | 4 |

Implementation:

Each student was timetabled to have five sessions over four days. However, due to various school activities, Reading Recovery professional learning sessions and student absenteeism this was rarely achieved.

Students:

The group on programme comprised of one male student and three female students. Of the three female students one was EAL and one was assessed as having low expressive and receptive language. Her ability to formulate and write sentences was impacted, as was her ability to answer comprehension questions. Overall improvement was further exacerbated by poor attendance.

Feedback:

Information sharing with teachers has been through informal chats, supply of Ob Survey results and monthly written reports. These reports provided more detail on where the student is at, what they have achieved and where to next.

Each parent attended an interview at the commencement of the program to learn about Reading Recovery and find out about homework requirements. Expectations were given as to hearing the student read and complete the cut up sentence each night.

Attendance was highlighted as being essential to achieving success. However, two students had very high absenteeism.

At the completion of the programme parents were provided with a letter outlining their child's achievements and invited to come in for a chat if they wished. Most parents are time poor and find it difficult to attend meetings and observe lessons.

Positive Outcomes:

Each student received one to one intervention tailored to their specific needs. They had opportunities to develop more complex oral and written language structures through conversation, writing stories and gradual increase in complexity of stories they read. Comprehension improved with questioning, discussions and writing about characters, problem and resolution. The chart below provides evidence of improvement over time.

Results:

| Student | Letter Id | Concepts about print | Clay word | BURT Word | Writing words | Hearing sounds in words | Record of oral language | Text level | absences |
|----------|-----------|----------------------|-----------|-----------|---------------|-------------------------|-------------------------|------------|----------|
| KD June | 54 | 19 | 9 | 22 | 19 | 36 | 21 | 7 | |
| October | 54 | 23 | 15 | 36 | 46 | 37 | 32 | 19 | 4 |
| MV June | 52 | 17 | 13 | 25 | 33 | 35 | 26 | 7 | |
| October | 54 | 24 | 15 | 38 | 46 | 37 | 31 | 19 | 11 |
| RS June | 52 | 21 | 9 | 22 | 19 | 27 | 18 | 4 | |
| December | 54 | 24 | 15 | 40 | 46 | 37 | 28 | 18 | 2 |
| MT June | 53 | 14 | 7 | 20 | 14 | 29 | 15 | 4 | |
| December | 54 | 24 | 15 | 38 | 50 | 37 | 26 | 17 | 17 |

Two students had significant absenteeism. Three other students were taken during their allotted time, on a rotating basis. Reading and writing strategies were targeted during this time, with emphasis placed on developing well-paced and expressive reading and improving the structure and descriptive elements of writing.

Overall, the results have been pleasing. One to one intervention through the Reading Recovery program targets the specific needs of the child. Ongoing professional learning provides specific discussion and feedback about effective practices to use, to accelerate student learning, and keep the teacher firmly focused on 'the way of the child'. (Marie Clay)

Helen Allen

Student Services

Learning Diversity 2018

GOAL:

Our goal is to offer support to students at our school who have special learning, social, emotional and/or physical needs. We are committed to providing an inclusive curriculum that seeks to:

- cater for the diversity of ways in which our students learn
- cater for the social and emotional needs of our students
- be responsive to the needs of students disadvantaged by social and/or economic circumstances, by physical and/or intellectual impairment, and/or by unfamiliarity with the English language

2018:

- 19 funded students through the SWD (Students With Disabilities) program
 - Physical Disability (1)
 - Severe Language Disorder (4)
 - Intellectual Disability (3)
 - Social/Emotional Disorder (11)
- Government audit was held in term one to account for all SWD funds
- iPads were purchased for Year 5 students with high needs (5). Relevant apps installed
- Two Visiting Teachers provided by Catholic Education Melbourne.
 - One VT for the hearing impaired (2 students)
 - One VT for chronic illness/physical disability (4 students).
- CEM also provided us with access to Speech Pathologists and Psychologists as needed.
- VersaLearn Speech Pathology Services were again contracted on a fortnightly basis. Paid for by the school.
- Our team consists of one Learning Diversity Leader and six Learning Support Officers
- CPEC (Cerebral Palsy Education Centre) were again funded by CEM to come out and provide their services (Speech Therapy, Physiotherapy and Occupational Therapy)
- Relevant class teachers and LSOs undertook Diabetes training (6)
- Regular staff meetings (once per term) were held with a Learning Diversity focus
- Learning Diversity Leader and LSOs met weekly for PLTs
- Levelled Literacy Intervention (LLI) started this year. Terms 1-3 with 3/4 students, term 4 with 5/6 students
- Reading Recovery was in place from June to December (4 students). Separate Report attached.

New Initiatives:

The school was involved in two big initiatives this year (one optional and one compulsory).

1. NCCD: The funding process was changed this year. Funding for additional needs is now based on NCCD, rather than individual submissions. A committee was formed, PDs were attended and regular meetings were held with Nicole Jane (CEM – Southern Region) to help us navigate the new process accurately and fairly for all students. Nicole Jane will continue to work with us in 2019
2. *Oral language Influencing Positive Behaviour* Project. Our school was invited to participate in this two-year (funded) project. All F-2 teachers attended two full day Professional Development courses before beginning. Regular PLTs were held with the Jo Gimmas (CEM Speech Pathologist). Our speech Pathologist from VersaLearn was also involved in that she modelled good strategies in the classrooms.

Recommendations for 2019:

- Learning Diversity Leader to work more closely with our Specialist Teachers
 - Specialist teachers to attend some student PSGs
 - Specialist teachers to have knowledge of specialised needs of students
 - Specialist teachers to undergo Diabetes training
- Diabetes Education for our next group of class teachers and any new LSOs (7 staff have been pre-booked in for February 2019)
- Continue working within the framework of the *Oral language Influencing Positive Behaviour* Project. Extend the knowledge to the 3/4 staff through PLTs and staff meetings.
- Continue working with Nicole Jane with our NCCD, especially recording evidence.
- Prepare for government audit in term one
- Continue with LLI, starting with the 5/6 students and changing over to 3/4 mid-year
- Reading Recovery to continue
- Train new LSO in the STA (Speech Therapy Assistance) program (two day PD)
- Continue with the Phonological Awareness program in Prep, starting from February
- Further work with staff on writing SMART goals for PLPs
- Intensive planning for camp as two Diabetes Type 1 students to attend
- Life skills to be introduced to select students in 5/6

Jan McCormick
Learning Diversity Leader

Student Wellbeing Report 2018

A Student Wellbeing Leader appointment continued this year working in the role one day a week.

The following initiatives created opportunities for the continued wellbeing of the community of St Paul Apostle South Primary School. They were as follows:

Term 1

- Began Bounce Back in classrooms - weekly dedicated 1hr lessons.
- Incorporated Start Up into normal Program and everyone very happy with this change.
- Began meditation - Smiling Minds each day
- Reviewed Horizons of hope with staff.
- PD - First Aid - hero HQ - 1 & ½ hr refresher.
- Awards and wrist bands at Assembly with Bounce back and rules focus too.
- Reviewed ESMART (with Clare).....
 - Added white rule - technology
 - Updated devices policy
 - Updated and created consent forms/promise statements etc for camp/excursions/device procedures.
 - Revising and reviewing New Staff Induction processes.
- Initiated 'Friday Friendlies' for parent support - lead 3 of these on Friday Mornings.
- Meet and Greet BBQ for parents to meet other parents.
- Newsletter Updates
- Attended Cluster meetings - attendance changes in procedures.
- Child First Mandatory Reporting updated by all teachers.(Protect protocols)
- Continuation of SAT - fundraising
-

Term 2

- Circle Time PD with follow up classroom implementation. (DAY 1 - whole staff)
- Schools Expo -at local library - April 27th
- Continued - Awards and wristbands at Assembly for Bounce back and rules focus too.
- Friday Friendlies continued X3 and PP included on website and sent out to parents.
- Berry Street Model PD attended.
- Liaise with Alex - the new school counsellor around new procedures.
- Follow up students / parents with special needs / concerns.
- Begin to look at how to implement Berry St strategies etc into school for 2019 - Rang Berry St and the north school.
- Continued assembly updates around Bounce Back (wristbands) and School Rules.
- Yard Duty data collecting begun.... With a view to problem solving issues that may be occurring or recurring.
- Cluster Meeting attended - to keep abreast of the latest information from CEM.
- Looking at the new EXCEL documents and Diversity doc. and thinking around how to roll out to parents.

- Implementation of new LAW around unexplained absences.
- Staff meeting to inform staff on - eXcel documents and implementation.

Term 3

- Life Ed booked for first week in Oct.
- Organised to have the Berry St Team come out to our school - 2019/2020 to PD our teachers in this model. Invited the north school to jointly access this PD. Accepted.
- Whole school meditation commenced (at the same time). - Mon, Tues, Wed - 3m to begin. Paul to lead at this stage.
- NED show organised for this term. -Whole school - Resilience.
- Friday Friendlies cont X 3
- Liaise with Alex - Psychologist
- With Clare - E- Smart phone consultation - Alannah and Madeline Foundation E-Smart School - tick!
- Worked with students and parents with problems - follow up on issues that arise.
- Survey sent to all parents to find out what their values are - inclusion
- Surveys done by class teachers about the students values - VOICE.
- Staff PD staff meetings on developing School wide values.

Term 4

- Liaise with Alex - Psychologist around students in need.
- Staff PD - staff meetings on developing School wide values.
- Newsletter updates cont.
- Friday Friendlies cont.
- Bullying Surveys created, administered, collated - to be acted on.
- Continued to short list a set of core values for school - to be continued.
- Change from having a SAT team to each level working together to achieve an outcome - building the capacity of all children as leaders.... Sustainability, developing a veggie garden, composting and recycling, social justice.

Value Added

The continuation of the Social Emotional Learning Framework has been a very positive step for our school. The staff has 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.

| Student Satisfaction | 2015 | 2016 | 2017 | 2018 |
|--------------------------------|-------------|-------------|-------------|-------------|
| Student Morale | 75% | 68% | 75% | 75% |
| Student Distress | 83% | 76% | 78% | 82% |
| Connectedness to school | 86% | 77% | 78% | 83% |
| Student Safety | 85% | 77% | 81% | 82% |
| Student Motivation | 87% | 81% | 85% | 87% |

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.

Child Safe Standards

Goals and Intended Outcomes

The goal in relation to the Child Safe Standards is the safeguarding children and young people at St Paul Apostle South Endeavour Hills against sexual, physical psychological and emotional abuse and neglect. It is intended to complement other professional and / or occupational codes.

Achievements

The school leadership spent a great deal of time formulating a Child Safe policy to ensure that all students of the school were safeguarded from any form of abuse. All necessary papers and forms were completed and filed to comply with any governing authorities.

The following procedures took place to ensure that the community was aware of any policies or procedures associated with the formation and understanding of this policy:

- Behaviour Management Policy was revisited with all staff throughout 2018
- A new child friendly child safe policy was created for all students
- Code of Conduct Policy was formulated with staff and attached to all updated contracts.
- Child Safe Policy was formulated and presented to the School Advisory Board
- All new families were given a copy of the Child Safe Policy and the Code of Conduct Policy
- Code of Conduct policy appears in all new prospective family folders
- Code of Conduct policy appears in the office area
- Working with Children Checks are continually updated
- All visitors to the school must sign in through the office area using the new IPAD

At the commencement of each year, all families will be provided with a copy of the Code of Conduct policy to ensure that this important initiative is clear and precise to all in the community.

Leadership and 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 2018, 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 strengthened to engage our community in the life of the school. It must be noted that the role of Leadership and Management is not simply the role of the Principal and that Learning Leaders have an important role in ensuring school success.

It is also important to note that in 2018, a large amount of work was continued by all staff in their efforts to critically analyse the strengths and challenges of students, staff and leadership. The staff continue to support positive change and this is an ongoing process.

Any leadership initiatives that was undertaken, were met with great scrutiny and were intended to facilitate the professional growth of staff and establish supportive links that reflect the core Catholic values of our school.

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 2018

Southern Region REC Network

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

CPEC Training

Diabetes Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL:

28

AVERAGE EXPENDITURE PER TEACHER FOR PL

\$800.00

TEACHER SATISFACTION

School Leadership Structure

The staff values the School Leadership Team, which comprises the Principal, Deputy Principal, Religious Education Leader, Student Wellbeing Leader, Student Services Leader, Teaching & Learning Leader. The School Improvement Team meets 2-3 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. The staff have also focused upon the personalisation of learning and improving school effectiveness.

The high rate of staff retention (95.00%) is a very stabilising aspect for building trust and continuity within our professional learning teams. It is also interesting to note that more than 70% 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 but this is an area that needs constant refinement.

Individual Morale has increased whilst professional growth has remained constant. have remained reasonably stable from 2017 with a small decrease from the previous year. 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:

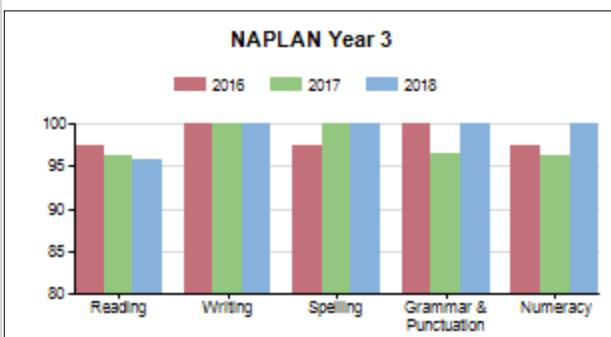
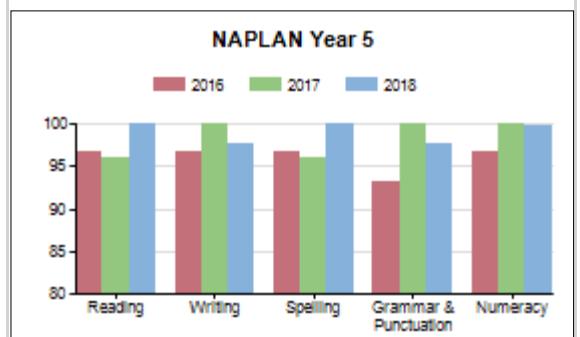
- Parent Involvement – this has significantly improved in recent years e.g. working bee numbers have increased; assistance with and attendance at various events have also shown an increase and parent involvement in classroom learning has also improved. This is an area however that continues to need constant monitoring.
- Parent Room – the school has a well-utilized Parent Room with easy chairs, tea and coffee making facilities and noticeboard etc.
- Enrolments & Marketing – This was an area that a great deal of time and money was invested with promising results occurring.
- Open mornings with tours of the school for prospective families occurred continuously throughout 2018 with 47 prep enrolments being received. 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 Arts Show occurred with great praise and support from the parent community.
- 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 continued to utilise this program. Funding was used to provide activities throughout the year. The activity changed each term to allow students to experience sports they might otherwise not have access to.
- Parents Association - PA members gave much of their time and effort for a variety of events throughout the year including: 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. This year we were fortunate to have two returned servicemen who attended our Remembrance Day celebration and afterwards, spoke to the students.
- Caritas Australia - each year the school participates in the Project Compassion Appeal to raise money for Caritas Australia.

- Celebration of Learning - 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.
- Interschool Sports - In 2018, 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 2018 the South school hosted. The day commenced with a joint school mass followed by entertainment from a variety of artists.
- 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 Community Hall - in 2018 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 morning breakfast (Fathers)

PARENT SATISFACTION

Across all measurable indicators from Insight SRC, there has been continued improvement in parent satisfaction. This is an area that has been concentrated on by all staff within the school as there is greater emphasis on community engagement.

E1319
St Paul Apostle South School, Endeavour Hills

| PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|--------|--------|-----------------------|--------|-----------------------|---------|------|------|------|---------|-----|-----|-----|---------|-----|-----|-----|----------|-----|-----|-----|-----------------------|-----|-----|-----|----------|-----|-----|-----|
| NAPLAN TESTS | 2016 % | 2017 % | 2016 - 2017 Changes % | 2018 % | 2017 - 2018 Changes % | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 03 Grammar & Punctuation | 100.0 | 96.4 | -3.6 | 100.0 | 3.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 03 Numeracy | 97.4 | 96.3 | -1.1 | 100.0 | 3.7 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 03 Reading | 97.4 | 96.3 | -1.1 | 95.7 | -0.6 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 03 Spelling | 97.4 | 100.0 | 2.6 | 100.0 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 03 Writing | 100.0 | 100.0 | 0.0 | 100.0 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 05 Grammar & Punctuation | 93.3 | 100.0 | 6.7 | 97.7 | -2.3 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 05 Numeracy | 96.8 | 100.0 | 3.2 | 100.0 | 0.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 05 Reading | 96.8 | 96.0 | -0.8 | 100.0 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 05 Spelling | 96.7 | 96.0 | -0.7 | 100.0 | 4.0 | | | | | | | | | | | | | | | | | | | | | | | | |
| YR 05 Writing | 96.7 | 100.0 | 3.3 | 97.7 | -2.3 | | | | | | | | | | | | | | | | | | | | | | | | |
| <hr/> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAPLAN Year 3  <table border="1"> <caption>NAPLAN Year 3 Data</caption> <thead> <tr> <th>Subject</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>~97</td> <td>~96</td> <td>~95</td> </tr> <tr> <td>Writing</td> <td>100</td> <td>100</td> <td>100</td> </tr> <tr> <td>Spelling</td> <td>~97</td> <td>100</td> <td>100</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>100</td> <td>~96</td> <td>100</td> </tr> <tr> <td>Numeracy</td> <td>~97</td> <td>~96</td> <td>~98</td> </tr> </tbody> </table> | | | | | | Subject | 2016 | 2017 | 2018 | Reading | ~97 | ~96 | ~95 | Writing | 100 | 100 | 100 | Spelling | ~97 | 100 | 100 | Grammar & Punctuation | 100 | ~96 | 100 | Numeracy | ~97 | ~96 | ~98 |
| Subject | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | ~97 | ~96 | ~95 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | 100 | 100 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | ~97 | 100 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar & Punctuation | 100 | ~96 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | ~97 | ~96 | ~98 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| NAPLAN Year 5  <table border="1"> <caption>NAPLAN Year 5 Data</caption> <thead> <tr> <th>Subject</th> <th>2016</th> <th>2017</th> <th>2018</th> </tr> </thead> <tbody> <tr> <td>Reading</td> <td>~96</td> <td>~96</td> <td>100</td> </tr> <tr> <td>Writing</td> <td>~96</td> <td>100</td> <td>~97</td> </tr> <tr> <td>Spelling</td> <td>~96</td> <td>~96</td> <td>100</td> </tr> <tr> <td>Grammar & Punctuation</td> <td>~93</td> <td>100</td> <td>~97</td> </tr> <tr> <td>Numeracy</td> <td>~96</td> <td>100</td> <td>100</td> </tr> </tbody> </table> | | | | | | Subject | 2016 | 2017 | 2018 | Reading | ~96 | ~96 | 100 | Writing | ~96 | 100 | ~97 | Spelling | ~96 | ~96 | 100 | Grammar & Punctuation | ~93 | 100 | ~97 | Numeracy | ~96 | 100 | 100 |
| Subject | 2016 | 2017 | 2018 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Reading | ~96 | ~96 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Writing | ~96 | 100 | ~97 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Spelling | ~96 | ~96 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Grammar & Punctuation | ~93 | 100 | ~97 | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Numeracy | ~96 | 100 | 100 | | | | | | | | | | | | | | | | | | | | | | | | | | |

Over the period of 2016 – 2017, there was a reduction in results in some specific areas however in other areas of the curriculum, there were gains as well. This appears to be a consistent trend over the 2017 – 2018 period as well however, more areas appeared to have no change or an improvement in overall performance.

| AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL | % |
|---|------|
| Y01 | 92.4 |
| Y02 | 91.3 |
| Y03 | 93.8 |
| Y04 | 91.0 |
| Y05 | 91.1 |
| Y06 | 93.2 |
| Overall average attendance | 92.1 |

In 2018, the attendance rate of all levels across the school was 90% or above which is most pleasing. The school is very strong in its overall accountability of student attendance and will phone the families of students absent if notification by the parents has not occurred. The use of the skoolbag app has increased the communication by parents, as has the use of SMS to the families where a student is absent.

| TEACHING STAFF ATTENDANCE RATE | |
|--------------------------------|-------|
| Teaching Staff Attendance Rate | 93.7% |

| STAFF RETENTION RATE | |
|----------------------|-------|
| Staff Retention Rate | 95.0% |

| TEACHER QUALIFICATIONS | |
|--------------------------|-------|
| Doctorate | 0.0% |
| Masters | 33.3% |
| Graduate | 38.9% |
| Graduate Certificate | 11.1% |
| Bachelor Degree | 38.9% |
| Advanced Diploma | 27.8% |
| No Qualifications Listed | 0.0% |

| STAFF COMPOSITION | |
|---------------------------|------|
| Principal Class | 2 |
| Teaching Staff | 24 |
| Teaching Staff (FTE) | 15.3 |
| Non-Teaching Staff | 12 |
| Non-Teaching Staff (FTE) | 10.5 |
| Indigenous Teaching Staff | 0 |