

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

2019



REGISTERED SCHOOL NUMBER: 1820

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Attestation: Minimum Standards & Accountability

I, **Paul Gleeson** attest that **St Paul Apostle South P.S. 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 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 2019 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)
- The Child Safe Standards prescribed in Ministerial Order No.870 – Child Safe Standards, Managing Risk of Child Abuse in School.



Date: 16/03/2020

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 1981 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.

2019 Enrolments were 253 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 and 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 continued to develop close working ties with all families to ensure that there is a close partnership which improves the learning opportunities for all students.

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. This year, the school has embarked on a learning journey with the Berry Street program to improve the mental health, well-being and self-esteem of students and staff.

School Structure

In 2019 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 and with continuous assessment and monitoring of the students, the school is 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 and 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. The school has also adopted a greater

emphasis on STEM and the opportunities for improved learning that this has provided.

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. Staff use this data to better inform their teaching and planning.

Student Services

In 2019 there were fifty-three children who received NCCD 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, District Cross Country competition, Talent Quest and our School Concert which was held in late September at the Bunjil Centre

Parent and Community Involvement

The Parents' Association is very strong and provide opportunities for events such as 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 again with this emphasis, that 2019 brought many opportunities to strengthen this relationship. The staff of the school have spent a great deal of time and talk understanding the importance of relationships - firstly with each student in the class and then reaching out to the parent community. The building of community spirit provides an opportunity for the partnership in education of family and school to become even stronger and more vibrant. As stated, a great deal of work has been achieved and parent connection continues to grow. Parents are given the opportunity to meet in a formal setting three times per year and the 'door post' opportunities have been very successful in improving relationships as well.

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, is to artificially surface the playing area to make it a 'softer' space for the students to play and the parents are very close to achieving their goal. It is important for the community to contribute to this major redevelopment and it gives real purpose to fundraising efforts.

Our students continue to develop holistically and successes are not merely measured through academic (whilst this is important) but in the development of the child socially, emotionally and spiritually. Our students care for one another and this is clearly evident in the way that they support one another. Professional Development 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 2020 with great optimism. 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

The staff commenced the school year with a small, intimate gathering for mass in our library to mark the beginning of the new year. Fr Kevin presided and we were joined by Sr. Joan and Sr. Bridget. This helped to centre us all in our own faith journey as we started the new year full of faith, hope and love.

A combined school mass with the students and staff from the North School, was the beginning of our faith journey for our students this year. We welcomed new students, parents and staff.

This year we implemented the idea of having a whole school Reading for the year. This commenced in Term 1 with each grade being presented with a frame with different copies of Corinthians 13:4-7. The reading was shared and reflected upon in every classroom and was a focus point for each prayer table around the school. Mary Lanera designed a wall display in the front office that reflected our reading for the year. This display in the front office helped to create the scene of who we are and what we believe in and value at St Paul Apostle South primary school.

Our Sacramental program started early this year in week 5 of Term 1, commencing with Reconciliation. The candidates for Reconciliation started their journey participating in a Parish based program 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 were 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.

On Wednesday the 6th of March the whole school gathered to mark the beginning of Lent: Ash Wednesday. 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 \$406.70, with 3/4Z raising the highest total of \$95.00.

Staff continued to work on the new RE curriculum with support given in Professional Learning Teams.

Week 9 of Term 1 saw the continued program for Reconciliation candidates with a workshop day provided by the Parish team. The candidates made their first Reconciliation on the 4th of April.

Holy Week took on a different structure this year with prayer stations created by the REL. These stations were set up in the hall and each class was to use these prayer station to walk the children through Holy Week using a different medium. The prayer stations gave the students the opportunity to stop and reflect and to also wonder how this was relevant to them in their lives in 2019. The Parish After School RE team also used these prayer stations for their children.

Term 2

The term started with a reflection on our whole school Reading Corinthians Love is....

The frames were changed and new insights were looked at and discussed within the class setting.

Week 3 of Term 2 saw the commencement of the Eucharist program. Once again it was lovely to see the growth of these candidates from earlier on in the year when they made their Reconciliation. The candidates received the Eucharist over two weekends concluding in June.

The Social Justice focus for this term was on supporting St Vincent De Paul's charitable works. The school celebrated "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 where overwhelmed with our donations.

Term 2 concluded with the Feast of St Paul the Apostle which was celebrated on the 26th of June. The North and South schoolteachers and students celebrated a combined Mass at St. Paul Apostle North School to mark this occasion, which was lead by the North school. As 'One Family' both schools celebrated the day together at St Paul Apostle North participating in a circus workshop, classroom activities and lunch that was provided and shared together.

Term 3

Staff worked with CEO staff Brittany Ford and Amerall Blom to unpack the standards for assessing in Religion. Staff worked at breaking down these standards and how they related to their level.

There were three whole school masses celebrated in this term, The Feast of Saint Mary MacKillop, Feast of the Assumption of Mary and Grandparents Day. These rituals help our children to understand who we are and help to continue to develop prayer and ritual in their own lives.

Term 4

Candidates for Confirmation attend the first Family Night on the 15th of October and then the second on the 29th of October. This year a mass card was introduced by the parish team. Each candidate received a card that they needed to get signed at mass by Fr Kevin to mark attendance. Fr. Kevin has commented that numbers did increase at these masses with at least half of the candidates attending. This continued support in attending mass will help to build the sense of a faith community for the candidates and their families. Participants also took part in a workshop day which was also attended by Fr. Brendan Hayes and he had a lively discussion with the students about their chosen saints.

The candidates reverently received the gift of the Holy Spirit in a faith filled celebration led by Fr. Brendan Hayes on the 15th of November.

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 provided an opportunity to begin the Advent traditions, as well as congratulating the 2019 Preps and welcoming the 2020 Preps. The 2019 preps handed the 2020 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 Christmas Carols. A great sense of hope and wonder for the birth of our King was created at this time.

Teaching and Learning 2019 (Literacy and Numeracy)

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"> • Continued to build teacher capacity through regular PLTs. • Continued focus on teaching writing effectively. • Focused on expanding vocabulary of all learners through explicit teaching strategies, visual displays and word wall in the classroom. • Continued to implement CAFÉ goals and strategies in reading. • Continued to implement regular assessments in literacy to inform teaching. • Set targets in literacy and analyse data at PLTs. • Implemented consistent literacy weekly planners P-6. • Trialled and implemented Yrs1-6 term writing planner. • Assessment of explicit target skills from the English curriculum to reflect the Victorian Curriculum standards. 	<ul style="list-style-type: none"> • Continued to build teacher capacity through regular PLTs focusing on explicit teaching based on the needs of the students. • Focus on problem solving to improve Naplan scores and extend high achievers. • Focus on fluency and quick recall of number facts. • Make maths strategies and vocabulary visible for visual learners. • Administer pre-test and post-test for each maths topic using Essential Assessment to inform teaching. • 1-hour maths session every day (5 hours weekly). • Use of a variety of resources for teaching maths. • Assessment of explicit target skills from the Mathematics curriculum to reflect the Victorian Curriculum standards.

<ul style="list-style-type: none"> • 2 hours uninterrupted literacy sessions every day (10 hours weekly). • Use of a variety of resources for teaching literacy. • Reading recovery program provided for struggling readers. • Levelled Literacy Intervention for struggling readers in Yrs. 3-5. Students in year 1/2 also participated in short term sessions. • STA program for oral language development of at risk students. • Continued teaching phonics explicitly P-6. • Participated in the CEM Oral Language Project P-2. • Introduced and administered assessment for story grammar for oral language. • Phonological awareness program in Prep for all students. 	<ul style="list-style-type: none"> • Maths topic related picture story books were continued to be added to the resources. • Number and applied maths topics were taught concurrently. • Maths topics were linked in with the STEM topics.
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RECOMMENDATIONS for 2020

Literacy

- Support and enable staff to build on their capacity to teach reading effectively through a consistent approach P-6.
- LLI program for low students in years 1-4 to be implemented in the classroom
- Continue to build teacher capacity about explicit teaching of oral language skills P-6
- Learning intentions and success criteria to be displayed
- Continue to implement consistent phonics-based teaching F-6

Maths

- Start each maths lesson with an open-ended problem or number fluency task
- Continue to use essential assessment for pre-test and post-test to inform teaching and analyse data as a team
- Number and applied maths to run concurrently
- Maths units will link in with STEM units

Teaching and Learning in STEM

2019 has been a year for growth in the areas of STEM. This year the focus was on building connections and partnerships. This led to the effective integration of STEM in the wider curriculum and capabilities into our future STEM units.

Achievements in the area of STEM this year are: -

- We started off the year building partnership with Zoo's Victoria and our participation in Fighting Extinction Program. Zoo offered 100 students visiting the zoo for free while we participate in fighting extinction program and work towards finding solutions to save some endangered species. We used this opportunity to plan a whole school excursion to the zoo during Term 3 when we were working towards our biological science units. 5/6 students will represent St. Paul Apostle South School to visit the zoo later in Term 4 to showcase their solutions to the problems.

- Development of Maker Space - 3D printer using Australian Government Makerspace Grant \$5,500. Students used 3D printers when using Makers Empire Software to design their 3D prints.
- A new chapter started being the first catholic school in South- East Victoria being invited into teacher exchange program. We developed partnership with Banpui School in Thailand through ASEAN partnership program funded by the Australian Government. It included 5 days of Professional Development in Sydney with other ASEAN Schools, hosting Thai teacher Aew for one week, students learning about thai culture. Two teachers will visit Thailand next year while we work towards solving global issues during STEM.
- Teachers using STEM cycle effectively to plan their inquiry units and taking actions to solve real world problems.
- Developing partnership with a STEM professional through CSIRO, STEM professionals in schools' program. We hosted Clare Mullen from Bureau of Meteorology at our school. She spoke to the students from Prep - 4 during Science Week about weather and how the weather reaches public on news channels.
- STEM in Schools Day (30th October'2019) Students at St. Paul's joined more than 300 schools across Australia in welcoming parliamentarians and science, technology, engineering and mathematics (STEM) professionals into their classroom as part of the national STEM in Schools event. STEM in Schools was facilitated by Australia's national science agency, CSIRO, and aims to make STEM careers more visible and relatable by inviting STEM professionals into the classroom to share their work and their stories with students. We teamed up with **Allison Gwilt** from Origin in the activities, reinforcing the national importance of STEM for Australia's future.
- Building teacher capacity through Staff professional development, Staff meetings, PLT's, STEM readings, STEM planning resources, Planning documents like design briefs, sample planning unit, rubrics, hands on activities and so on.
- Newspaper publication outlining our involvement in Matific's Maths Competition <https://endeavourhillshallamdoveton.starcommunity.com.au/news/2019-08-15/students-crunch-the-numbers/>. Liam Park finished the competition winning 7th place in Australia & New Zealand and 3rd place in Australia.
- Participation in VCAA's Critical and Creative Thinking (CCT) assessment as part of the Digital Assessment Library (DAL). The assessment was trialled upon 58 students across 3-6, the assessment will be marked using the criteria provided by VCAA.

Reporting 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 reported successfully on Capabilities embedding them into different areas of the curriculum.

ICT 2019

In 2019, ICT was implemented throughout the school. Initiatives included:

- Efforts to clean up the server have begun and will continue
- Implementation of Cyber safety across the school – Grades 3-6 Kids Helpline
- Entered a competition through ACMI – 10 entries
- Updated computer programs:
 - 3D printing Makers Empire

- Literacy Book Creator
- Typing program Typing club
- BRIDGE Program attendance in Sydney creating international bridges with Thailand.

ICT 2020 Goals:

- New Laptops for Grade 5/6
- Updating iPads Apps.
- Continue to enter competitions of student work
- Further implement cyber safety across the school through eSmart
- Attend Southern Digital Networks
- Become a Google Educator
- Keep server organised
- Move to Google Docs with Special Ed.

Reading Recovery report 2019 St Paul the Apostle South

The Reading Recovery program at St Paul's begins with the collection of information from the Prep teachers. Students who have not achieved successful outcomes in reading by the end of prep, are referred to the Reading Recovery teacher for assessment at the beginning of their grade one year. Any new students and students' current teachers have concerns for, are also added to the list for assessment.

All students complete an Observation Survey and Record of Oral Language. After the assessments are completed a tentative selection list is developed where students of greatest need (Reading level, Observation scores and age) are selected to come on to the Reading Recovery program.

The initial results for first and second intakes are as follows.

Results February: (M = Male, Fm = Female, EAL = English as an additional language)

Student	Letter Id	Concepts about print	Clay word	BURT Word	Writing words	Hearing sounds in words	Record of oral language	Text level
NB M	53	15	4	15	5	34	24	2
MD Fm	50	14	3	11	8	30	32	3
ZT Fm	51	15	2	6	7	26	21	3
AJEAL Fm	53	14	7	20	14	29	15	2

Second intake results August

Student	Letter Id	Concepts about print	Clay word	BURT Word	Writing words	Hearing sounds in words	Record of oral language	Text level
EK M	54	16	15	26	32	35	27	9
AP M	52	18	14	27	32	36	35	9
PR EAL Fm	54	17	15	28	37	35	26	8
WK EAL Fm	51	12	8	13	18	22	6	2

Implementation:

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

Students:

The first group on program comprised of one male student and three female students. Of the three female students one was EAL and assessed as having low language capability. While she did make substantial progress in reading and writing her ability to express herself orally remained limited.

The second group on programme comprised of two male and two female students. The two females are both EAL with one (Korean) only speaking English at school. The second (Indian) student has parents who speak English as well as Gujarati.

While on leave, Mrs Bev Blackley filled in as the Reading Recovery teacher in my stead. She conducted all Observation surveys and oral assessments, met with parents and establish excellent strategies for learning, in all four students.

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 provided as to hearing their child read and complete the cut-up sentence each night. Attendance was highlighted as being essential to achieving success. Most students have had regular attendance.

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 charts below provide evidence of improvement over time.

Results for first intake:

Student	Letter Id	Concepts about print	Clay word	BUR T Word	Writing words	Hearing sounds in words	Record of oral language	Text level	absences
NB Feb	53	15	4	15	5	34	24	2	
July	54	21	14	29	34	36	31	14	9
MD Feb	50	14	3	11	8	30	32	7	
July	54	23	14	28	34	37	32	16	3
ZT Feb	51	15	2	6	7	26	21	3	
July	54	23	15	31	28	37	27	16	1
AJ Feb	53	14	3	9	10	32	17	2	
July	54	21	15	27	36	37	28	15	5

Results from second intake:

Student	Letter Id	Concepts about print	Clay word	BUR T Word	Writing words	Hearing sounds in words	Record of oral language	Text level	absences
EK Aug	54	16	15	26	32	35	27	9	
Dec	54	24	15	45	50	37	36	20	
AP Aug	52	18	14	27	32	36	35	9	
Dec	54	24	15	46	57	37	36	20	
PR Aug	54	17	15	28	37	35	26	8	
Dec	54	23	15	45	50	37	35	20	
WK Aug	51	12	8	13	18	22	6	2	
Dec	54	22	15	29	48	37	17	15	

NB from the first intake was the only student to have irregular or late attendance. AJ suffered a significant period of ill health half way through her series of lessons, which had considerable impact for some time, on her concentration and ability to recall strategies. All students from the second intake have had excellent attendance.

Several recommendations were made for students from the first intake to have further assessments:

NB - Language assessment completed.

MD - Speech and counselling.

ZT - Speech with attention on articulation

AJ - Language assessment completed

While RM did not participate in Reading Recovery, the behaviours observed during the Observation Survey and record of Oral Language flagged concerns that were mentioned to the classroom teacher and the Learning Diversity Leader. These assessments provide an excellent opportunity to give feedback about behaviours observed or issues that may need follow -up.

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 2019

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

2019:

- 51 students were funded under the NCCD model of funding. This equates to 19.92% of our student population. The breakdown is as follows:

Category of Disability	QDTP	Supplementary	Substantial	Extensive	Total
Cognitive	6	14	8	0	28
Physical	1	5	0	1	7
Social-Emotional	6	6	4	0	16
Sensory	0	0	0	0	0

- A Government NCCD audit was held in term one to account for all NCCD funds. No problems or issues arose from this process.
- We continued working with Nicole Jane on our NCCD practices, especially recording evidence.
- Two Visiting Teachers (provided by Catholic Education Melbourne) were regular visitors/consultants
 - One VT for the hearing impaired (4 students)
 - One VT for chronic illness/physical disability (5 students)
- One Visiting Teacher (provided by Catholic Education Melbourne) consulted with us on positive behavioural strategies for one student
- 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
- Three LSOs undertook Certificate 4 training through Paul Deegan at Edutrain
- CPEC (Cerebral Palsy Education Centre) were again funded by CEM to come out and provide their services (Speech Therapy, Physiotherapy and Occupational Therapy) to one student.
- 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) continued this year. The participants were from grade 6.
- Reading Recovery program was in place all year
- The *Oral language Influencing Positive Behaviour* Project continued into year 2. All F-2 teachers again attended two full day Professional Development courses. 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. The knowledge and strategies learnt during the project were shared with the 3/4 and 5/6 staff through PLTs and staff meetings.

- Seven staff members undertook Diabetes training (full day PD)
- All Preps went through the *Phonological Awareness* program with two members of our LSO team. Training by VersaLearn took place before starting the program.

Recommendations for 2020:

- 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
- Continue with the Phonological Awareness program in Prep and extend it to Grade One.
- Further work with staff on writing SMART goals for PLPs
- Streamline ways of recording evidence for NCCD

Jan McCormick
Learning Diversity Leader

Student Wellbeing Report 2019

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

BERRY STREET PD DAY 1

In wellbeing this term, we began The Berry Street Initiative to improve classroom teaching practise and therefore engagement of children. We undertook this project in conjunction with our sister school and the feedback from the first day was extremely positive and we had teacher uptake immediately. We saw teacher's classroom practices begin to change as a direct result of learning and understanding how children learn. Every morning teachers now start with a **Welcome Circle/Routine** that includes all or some of the following items:

- Greeting - handshake / say name into room.
- Prayer
- Values - Because we are a faithful community and we follow the teachings of Jesus we believe in ...
- Expectations - Rules?
- Tracking the Speaker
- Announcements
- Positive Primer
- WWW

Teachers also began to teach the children about

- The Brain/hand model (Daniel Siegal)
- Where do we feel stress?

Zones of Regulation.

Brainbreaks are also becoming a key feature of all classrooms to contribute to students staying engaged and fresh in their learning.

Some teachers have also taken aspects of the following lesson plan to further enhance their teaching practice.

5m - Activity on table (to calm after recess / meditation after lunch)

5m - Hook / Tuning In

7 - 10m - Mini Lesson

15m - Stamina Building work period

4m - Brain Break

15m - Stamina Building work period

5 - 7m - www / Reflection

SCHOOL WIDE FAITH VALUES

This term we finalised our **School Values** based on input from families, children and teachers in the format of a survey that was collated.

I continue to speak to parents on a regular basis and send home Newsletters that address

- issues/concerns that we may have or that parents have raised.
- Inform parents of the new initiatives that we are undertaking.
- Include Better Parenting ideas to support parents.
- Raise awareness about trends that are happening in society and how they may impact our children.

MONDAY MOTIVATORS is offered to parents 3 times a term to come along and discuss HOT topics relating to parenting and to share strategies for improving parenting and adding to our own Parenting Toolbox. These topics at this point are chosen by the Wellbeing Leader but at each session parents are invited to suggest topics for future sessions. Attendance has been limited but well received. Information and handouts are either added to the Wellbeing page on the school website or given as hard copy on request.

The Wellbeing Leader continues to liaise with the school counsellor and teachers on a regular basis about children who are referred or who need to be.

The Wellbeing Leader continues to support teachers and children who need extra support in regulating behaviour - playground duty books monitored.

TERM 2

Many of the above items continue into Term 2

- Monitor Yard Duty Books.
- Follow up students who are in need of monitoring due to poor behaviour choices.
- Sourcing Resources and making them available to staff to support programs.

FAITH VALUES ...

This term:

- Our Faith Values book was created.
- **Faith Values** Dissemination to the whole school community and taught in class.

Staff was PD'd on the links of these values to our Catholic culture (eXcel) and BIBLE.

These Values are also displayed in every classroom and have now been included in the morning routine.

BERRY STREET

Continued Implementation of strategies across the whole school...

- Brain Model - How the brain works deeper investigation
- Ready to Learn Scale
- Triggers and physical response
- De-escalation strategies
- Escalation and De-escalation maps
- Write your own ready to learn plan

MONDAY MOTIVATORS - Parent PD up and running again - Berry Street Strategies explained. To parents as they were asking about this and wanted to know more.

STUDENTS VOICE

- Begin to investigate **Student Voice** in our school... initial SM run on this topic to see where we believe we are at.
- Staff Meeting - to PD staff in current trends Students Voice and support their learning. I believe that we are not including opportunities for authentic student voice and this is an area of need. However, teachers are not seeing this.

TERM 3

Many of the above items continue into Term 3

- Monitor Yard Duty Books.
- Follow up students who are in need of monitoring due to poor behaviour choices - creating Behaviour Management Plans. Involving the whole school in supporting these initiatives for certain students.
- Sourcing Resources and making them available to staff to support programs.
- Liaise with parents in managing concerns and behaviours of their children

VALUES

- Introduce VALUES to the school community through Whole School Assemblies.
- Make Values Booklet available to school community via website that included links to the Bible so ensure that these values aligned with our Catholic Culture.

BERRY STREET PD DAY 2

This PD was all about **Building Relationships**. These are the strategies on relationship building from F-6 that we took away from the day.

* Praise effort and process / I statements... / Golden statements / The power of YET

This term has been all about teachers developing their skills in the use of the above strategies in the classroom. I also used Staff Meetings to train/revisit teachers' understandings of:

*Growth mindset

* Solo Taxonomy

Two areas that promote Wellbeing and encourage students to deeper understandings.

MONDAY MOTIVATORS

- Developing a toolbox for becoming better parents. The topics this term:
- Getting kids to Listen
- Assertive Parenting
- How the Child Brain works - developmental stages. (requested by parents and very well received.)

Organise SEX ED for students from years 3-6 through **Open Doors**.

Ensuring that this fits in with the Catholic Guidelines. Feedback was mostly positive about these sessions and well attended overall.

TERM 4

- Many of the above items continue into Term 4
- Follow up students who need monitoring due to poor behaviour choices - creating Behaviour Management Plans. Involving the whole school in supporting these initiatives for certain students.
- Liaise with parents in managing concerns and behaviours of their children
- Create and receive feedback via a survey of Teachers and Children on how our Berry Street PD has impacted classroom practise.
- Joint creation (with North School) of a SEL Scope and Sequence to include Berry Street Practices and learning alongside our Respectful Relationships Curriculum.
- Review school rules and consequences.
- Re-establish consistency F-6 Expectations and Rules.
- Mindfulness training for students at risk - with LSO's
- Meeting with LSO's - Mindfulness / feedback / Social Thinkers Curriculum
- Organise PD - First Aid for teachers for 2020.

- Organise Incursion for 2020 - Life Ed.
- Review/update School website information and review Wellbeing policy.

Monday Motivators has continued with an emphasis on Berry Street strategies - learning about the brain and its development as requested by parents. This has been attended by about 7-10 parents each time, not always the same ones. Monday seems to be a difficult day as parents have said they are working.

How non-attendance is managed by the school

The school continues to work with parents with those students who are absent from school on a regular basis. Structures have been set in place for continued communication to ensure that parents are aware of their responsibilities and the disadvantage to students who spend time away from the school.

Parents are required to make either a phone call to the school administration officer the morning of the absence or send notification through the Skoolbag app. This notification is then relayed to the classroom teacher who will mark it accordingly on the class roll. Total absences are then documented in the school report for the semester. Teachers inform the office if the student is away for a number of days. The school administration officer will then ring the family to verify illness etc. with the parents.

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.
- To improve the understanding of the initiatives of Child safety throughout the community

Achievements

The role of **Leadership and Management** is to provide opportunities for improvement across all sectors of the school. In 2019, 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 2019, 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.

The improvement of the mental wellbeing of staff and students is always at the forefront of decision making and therefore, in joint partnership with St Paul Apostle North, the school embarked on educating the staff and students using the Berry Street model. This program involves four school closure days (time) and a considerable outlay of money (expense).

This program must also be supportive of the core Catholic values of our school and this was taken into consideration before the program was adopted.

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 2019

Berry Street Program including PD and School Closure Days

Southern Region REC Network

Southern Region Teaching & Learning Network X 4

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 hosted at St Paul Apostle South

Whole School Closure Days

Regular Professional Learning Team meetings for Literacy, Maths and Inquiry/STEM

Student Wellbeing Leaders Meetings – All regions

First Aid Training

Learning Support Officers Workshops and Certificate 4 in Educational

CPEC Training

Diabetes Training

NUMBER OF TEACHERS WHO PARTICIPATED IN PL:

30

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 times per term to assist in the implementation of the Annual Action Plan. Members of staff are also invited to participate in these meetings to understand the process that leadership take in decision making.

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 new CEMSIS surveys show a very positive environment throughout all staff members and this is very pleasing. There are some (Feedback) which will continue to be addressed throughout 2020. It must be noted however that the survey results of staff indicated above average responses across all surveyed questions.

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. This has become an area that parents sit and talk before the end of the school day and is an area for Parent Association meetings held every fortnight.
- Enrolments & Marketing – This was an area that a great deal of time and money has continued to be invested in and it appears that the name of St Paul Apostle South is in the community.
- Open mornings with tours of the school for prospective families occurred continuously throughout 2018 with 44 prep enrolments being received. The Principal and Deputy 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 concert occurred at the new Bunjil Centre 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 was continued to be utilised by the school. 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 - 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 2019, 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 2019 the North 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.
- 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 2019, 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

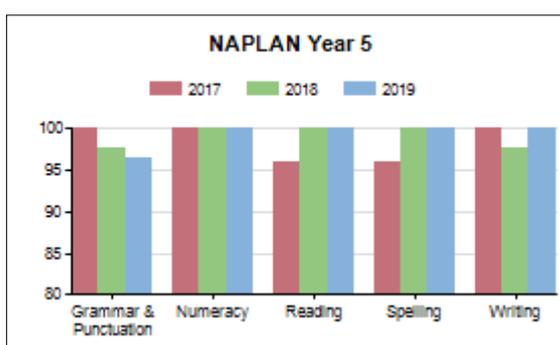
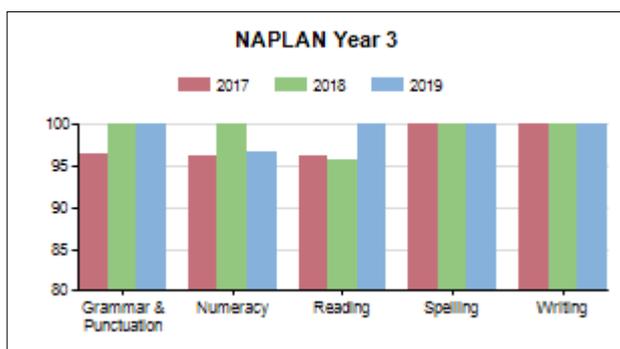
Across all measurable indicators from the new CEMISIS data, there has been continued improvement in parent satisfaction. This is an area that has been concentrated on by all staff within the school as there is greater emphasis on community engagement.

STUDENT SATISFACTION

Across all measurable indicators from the Insight SRC data, there has been continued improvement in student satisfaction. Areas such as connectedness to school, connectedness to peers, student safety and student motivation has shown an increase. This is an area that has been concentrated on by all staff and so the improved recognition in these areas by the students is pleasing.

E1319 - St Paul Apostle South School, Endeavour Hills

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2017	2018	2017 - 2018	2019	2018 - 2019
	%	%	Changes	%	Changes
			%		%
YR 03 Grammar & Punctuation	96.4	100.0	3.6	100.0	0.0
YR 03 Numeracy	96.3	100.0	3.7	96.6	-3.4
YR 03 Reading	96.3	95.7	-0.6	100.0	4.3
YR 03 Spelling	100.0	100.0	0.0	100.0	0.0
YR 03 Writing	100.0	100.0	0.0	100.0	0.0
YR 05 Grammar & Punctuation	100.0	97.7	-2.3	96.4	-1.3
YR 05 Numeracy	100.0	100.0	0.0	100.0	0.0
YR 05 Reading	96.0	100.0	4.0	100.0	0.0
YR 05 Spelling	96.0	100.0	4.0	100.0	0.0
YR 05 Writing	100.0	97.7	-2.3	100.0	2.3



AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Y01	91.5
Y02	90.7
Y03	89.7
Y04	93.1
Y05	87.7
Y06	86.7
Overall average attendance	89.9

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	93.7%

ALLSTAFF RETENTION RATE	
Staff Retention Rate	87.1%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	37.5%
Graduate	37.5%
Graduate Certificate	12.5%
Bachelor Degree	43.8%
Advanced Diploma	18.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2
Teaching Staff (Headcount)	24
Teaching Staff (FTE)	16.1
Non-Teaching Staff (Headcount)	10
Non-Teaching Staff (FTE)	13.8
Indigenous Teaching Staff (Headcount)	0