

St Paul Apostle South School Endeavour Hills

2020

Annual Report to the School Community



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Minimum Standards Attestation

I, Paul Gleeson, attest that St Paul Apostle South 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 2020 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.

16/04/2021

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

Our School Vision

Vision and Mission Statement

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

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.

2020 Enrolments were 264 including 1 Full Fee-Paying Overseas Student.

Demographics

Our families are of low to middle socio-economic status. Most families come from a Language Background other than English, giving our school a rich, multicultural presence with approximately 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 2020 the school was arranged across 12 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 2020 there were forty-nine 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, Inter school 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 inter school 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

Principal's Report

The life and strength of a school is often determined by the partnerships that exist between all stakeholders within a community however, 2020 provided the community with unprecedented challenges which had never been experienced before and hopefully, never again.

The commencement of the year was full of hope that 2020 was going to be an exciting year for all. Our students came back from holidays settled and relationships were built upon and strengthened over the following weeks. No one could have foreseen what was to occur near the end of term that would have a profound effect on all in the community. The world was turned upside down and so was the classroom.

Under government and health authority regulations, our schools became ghost towns with classrooms becoming virtual online learning environments. Staff had to learn new skills in a matter of weeks. Like any new learning there were many ups but also many downs and therefore the health and wellbeing of staff, students and families became a major priority. The pressures on all were enormous and yet, through dedication and perseverance, the skills of the staff increased dramatically and the children's learning continued. It was a very different look, but it was a classroom nevertheless. Seesaw activities, explanation videos and Zoom meetings became the norm. Lock down 1 provided all with an opportunity to learn new skills and the refinement of lessons in the beginning to the end of lock down 1 were drastically different. The students and staff came back to school near the end of Term 2 and there was great hope that we had got over the worst of things.

How wrong we were! Within a matter of weeks were in lock down again which extended for the whole of Term 3. The salvation in all of this was that staff were now confident in delivering a curriculum that was succinct and achievable. This is not to say that there were not those ups and downs which affected everyone greatly. Parents struggled to assist their children, students longed for the company of their friends and staff just wanted their class to be together again - onsite. The staff of the school spent a great deal of time continuing to strengthen the relationships of their families which is the cornerstone of community.

The ray of light in 2020 was the return to school in Term 4. Upon returning to school, one student commented to me that she was 'living the dream'. When I asked her about this she reminded me that she was back with her friends and back with her teachers and what could be better than that. We were finally together for the first time - really - in six months and the appreciation of all that we were back was outstanding.

Rules and regulations had to be set in place for all to remain safe during fourth term and these were implemented and adhered to. The students did a fantastic job in following the rules and regulations for they knew the importance of remaining together.

Whilst the pandemic and lock down did cause great distress and for some, a disconnection, it did have positives and for these we should be grateful. The skills of all staff increased dramatically in learning and refining new skills that will remain forever. Hopefully they can gather dust. The independence of our students became evident and upon return to school, student learnt to walk themselves in and get settled quickly. Families appreciated the efforts of the staff and upon return, this was clearly evident. The resilience of all in the community shone through, and we all should be proud and what was achieved in trying times.

We look forward to 2021 with a sense of optimism as it is from this that we look forward to a successful year.

Education in Faith

Goals & Intended Outcomes

Education in Faith - Kate Rampant

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

Achievements

Term 1

The staff commenced the school year by gathering for mass with the North School staff in the Annex to mark the beginning of the new year. Fr Kevin presided and this helped to center 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 our whole school reading for the year was the Beatitudes. All grades were presented with a frame with different copies of the Beatitudes. 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.

On Wednesday the 26th of February 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. 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 \$430.55, with 3/4Z raising the highest total.

Our Sacramental program started early this year 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. The candidates finished their preparations and were ready to make the sacrament of Reconciliation, unfortunately due to COVID 19 this was postponed.

Due to COVID 19 term 1 was shortened by a week and Holy Week celebrations were changed to fit the ever-changing guidelines that were forming around us. We celebrated in the form of a Liturgy over the airways with the use of slides in the classrooms. The REL created the liturgy around the idea of the different sounds that might have been heard in Jerusalem during Holy Week.

Term 2

Term 2 started with the students learning from home due to COVID 19. This was a challenging time for many, staff continued to create RE lessons for the students that were sent out via Seesaw.

During this lock down prayer of the air was a familiar and consistent form of prayer that we were still able to offer to all our students every Tuesday morning. Mr Gleeson would record the Gospel reading for the coming Sunday and share how this could be encountered in our everyday lives. The students would send in their own prayers which would be read out the following week. This helped the community to come together albeit virtually to build a connection of being one family in our community sharing our prayers and intentions together.

With return to onsite learning for the last few weeks of Term 2 we were fortunate to assist our Social Justice focus for this term by 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. Due to COVID this day was shared virtually as we needed to apply to social distancing laws.

Term 2 concluded with the Feast of St Paul the Apostle which was celebrated on the 26th of June. Unfortunately, we were unable to gather with our North School Community or even together as a school at St Paul Apostle South. We were fortunate to be able to share in a liturgy via technology and each class was able to contribute and reflect on a quality that St Paul shared and how we could use this quality in our lives in 2020.

Term 3

Again we found ourselves in lockdown due to COVID and staff continued to create RE lessons for the students that were sent out via Seesaw.

This term our RE Captains helped lead Prayer of the Air as they recorded the prayers that the students sent in, once again this was a lovely constant that all the children were able to share in and looked forward to.

Staff were fortunate to spend time working through the SIF Rubric for Religious Education as we were under review. The SIF Rubric helped to guide staff through a number of vibrant discussions on where the school is at and excitingly what we can implement and change to help us grow as a Catholic Primary School.

Staff also worked with Loredana Guinane (CEO - RE Consultant) to unpack the Pedagogy of Encounter. Loredana helped to break down the Pedagogy of Encounter and shared how to use this tool to help plan a unit of work. Loredana facilitated this via google meet and shared her understandings with each team.

There were three liturgies celebrated in this term via Seesaw, 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

Due to the many challenges that COVID and restrictions created it was decided that in order to best prepare our Grade 6 students for the sacrament of Confirmation that Candidates would take part in a number of online sessions. These sessions were created by Fr. Brendan, Brother Luke and representatives from both schools. The candidates accessed these lessons via Seesaw and listened to and completed a number of activities with their families.

The candidates reverently received the gift of the Holy Spirit during a number of intimate yet faith filled celebrations led by Fr. Brendan from the 8th to 13th of December.

Once restrictions were eased our Reconciliation candidates were able to partake in the sacrament in small and very meaningful sessions led by Fr Brendan during the first week of December. These small gatherings were a very special and unique experience where the students and families were given a very special opportunity to engage with the sacred in a very personal environment.

Advent and Christmas is a time that the students have to focus on the birth of Jesus.

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. This year due to restrictions students were able to record Carols on the Couch where the Nativity story was presented.

Staff continued to work on the new RE curriculum with support given in Professional Learning Teams in regard to planning using the Pedagogy of Encounter.

VALUE ADDED

The ability of the school to continue to celebrate the faith was important for the community. Classes would pray of a morning and afternoon as would staff when they came together. Our feast day was celebrated and this was important for the continuity of the school year. Our prayers became community based and the students would contribute to the weekly Prayer of the Air and this enjoyed by all. Our faith gives us meaning and direction and that is why it was important to continue during the COVID period.

One of the successes for the year was the ability for the school and Parish to work together and celebrate both Confirmation and Eucharist. This was a highlight of the school year and one that was appreciated by all participating families.

Learning & Teaching

Goals & Intended Outcomes

Learning and Teaching - Ankita Munshaw / Clare Flood / Nidhi Behl / Helen Allen

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

Key Improvement Strategies:

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

Achievements

Achievements

Literacy

- Further improve the literacy skills of higher achievers (F-6), by extending and broadening their learning experiences through a variety of texts
- Review the process of individual student goal setting and conferencing for reading and writing
- Continue to build staff capacity to teach writing effectively through a consistent approach and planner F-6
- Continue to implement LLI and Reading Recovery program for students who require intervention
- Continue Oral Language focus from F-6
- Implement literacy assessment schedule F-6
- Continue to set targets and analyse data to inform teaching
- Learning intentions and success criteria to be visual F-6
- Continue phonic based teaching F-6
- Implement phonological awareness program in F-2
- Continue to utilise SeeSaw to share student learning and communicate with parents

Maths

- Further improve the numeracy skills of higher achievers (F-6), by extending and broadening their learning experiences through problem solving, fluency and language
- Visible displays to assist learning
- Display student work in the classroom and share with families
- Implement student goals setting (F-6) and conferencing
- 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 concurrently
- Maths units will link in with STEM units
- Continue to utilise SeeSaw to share student learning and communicate with parents

DigiTECH 2021

Achievements in the area of DigiTECH in 2020:

- Introduction of Cyber Safety lessons Prep - 2 through eSafety <https://www.esafety.gov.au/educators/classroom-resources>
- Move to online learning through the use of Seesaw from Prep - 6 throughout Term 2 and Term 3.
- Use of Google Meets to effectively communicate safely online:
 - staff-staff
 - teacher-student
 - teacher-parent
- Staff professional development in the use of Seesaw for learning
- Staff professional development in the use of Google Meets for communicating
- Building of teacher capacity to create online resources for students (e.g. videos, activities, etc.)
- Newsletters moved to online on Skoolbag
- 1:1 laptops for 5/6 students introduced
- New Interactive TV's introduced in Music and Art, as well as 5 classrooms.

Goals for 2021 in the area of ICT:

- Continued use of Seesaw as a classroom resource and communication source with parents
- Introduction of 1:2 laptops in Grade 3/4
- Further introduction of iPads for use specialists subjects
- Continue to enter competitions of student work
- Cyber Safety across whole school, including all students, staff and parents

- Become a Google Educator
- Maintain server
- Update school website - new staff videos, layout, access, etc.
- Introduction of school Facebook and Instagram pages
- Introduction of VR (virtual reality into the classroom)
- Continue to build relationships with Banpui school in Thailand using online resources to communicate and build relationships for the BRIDGE program (Monash University)
- Introduction of film-making using green screen
- Further incorporation of DigiTECH into Inquiry/STEM units.

Teaching and Learning in Inquiry

2020 has been a year to use the skills developed over the years in the areas of Inquiry/ STEM while learning new programs like SeeSaw, Google meets, Screencastify and other digital technologies to deliver the required curriculum. This year the focus was on teaching the required topics using different new resources and technology. Teachers planned for online learning using their planners and the other online resources available. Inquisitive as an online resource was used across all levels to deliver the curriculum.

Achievements in the area of STEM this year are :-

- Development of Maker Space - 3D printer using Australian Government Makerspace Grant \$5,500. We bought a second 3D printer using some of our grant money from last year.
- Resource Smart- Teachers worked on a Resource Smart SEMP document, we conducted a biodiversity audit during lock down on a Zoom call. Nude food days and lunch boxes audits were conducted to understand the importance of bringing rubbish free lunch boxes to school. We collected soft plastic and counted them at the end of the week to motivate students to bring less plastic into school. We bought eco bins to get started on completing our waste module of resource smart.
- Partnership news- We organised crazy hair day and sausage sizzle to raise funds for Banpui School. We collected around \$1400 which we were to use for buying books and teaching resources for the school. Clare Flood and Nidhi Behl were all set to leave for Banpui in March just before lock down. We will reschedule the trip when the conditions are favourable to travel overseas.
- Teachers used the STEM cycle effectively to plan their inquiry units and take actions to solve real world problems. Inquiry units were moved from one term to the other to suit the required needs for online learning. Students worked individually rather than working in groups. 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.
- In term 4 Year 5/6 teachers participated in the Inquiry for Indigenous Science Students (I2S2) Program for bringing Aboriginal perspective into the History and Chemical Science Unit.

Goals for 2021

- Work towards BRIDGE program whole school involvement

- Working towards being a RESOURCE SMART SCHOOL
- Year 5/6 participation in STEM for humanity and presenting at STEM MAD Show.
- Whole school scope and sequence -excursions and incursions
- Attend all professional development

Reading Recovery report 2020 St Paul the Apostle South

The Reading Recovery program at St Paul's began with the collection of data from the 2019 Foundation cohort and teacher recommendations. Students who had not achieved successful outcomes in reading by the end of prep, were referred to the Reading Recovery teacher for assessment at the beginning of 2020. Any new students and students, current teachers had concerns for, were also added to the list for assessment.

All students completed an Observation Survey and Record of Oral Language. After the assessments were completed the students were placed on the tentative selection list, where students of the greatest need (Reading level, Observation scores and age) were selected to come on to the Reading Recovery program. Due to having five 1/2 classes considerable thought had to be given to the specialist timetable to enable the selected students to participate in all programs. This also limited the number of students participating from each class to one. The prep teachers also recommended who would be better suited to enter the program in the first or second intake. A Psychologist also requested that a student she was working with be considered for the second intake as she was working with the student in first semester.

Implementation:

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

During remote learning three students participated in four sessions of online learning while one student participated in three sessions per week due to parent work commitments.

Discussion:

2020 has been a year interrupted by COVID-19. Students across the metropolitan region experienced two periods of 'remote learning'. Reading recovery ran for five weeks during the first lock down period with students participating online through Google Meets. One student, Steve found it too difficult to manage online learning so ceased participation after eight sessions. Suggestions were provided as to how best to support literacy learning at home. Lennox was also difficult to engage with at times and would often leave the session if he thought something was too difficult. He would often need coaxing back to the computer or sometimes the session finished early. See April remote learning report for further details.

Remote learning sessions were not included in the overall lesson count due to "not being strictly in accordance with Reading Recovery guidelines. This will need to be considered when analysing Reading Recovery data for 2020"

The second round of remote learning was set up differently to the first, with less emphasis on Reading Recovery principles and practices and more on participation and enjoyment. It was pleasing to see two students, come online and independently participate in sessions. Students used the PM eCollections reading App and enjoyed reading and listening to stories from the App.

Feedback:

Information sharing with teachers has been through informal chats, supply of Ob Survey results and written reports. Reports were written after each remote learning phase to provide more detail on what was covered, what they 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.

Due to remote learning, emailing, messaging, phoning, and working and talking with parents online was almost a daily occurrence. Initially, I worked with parents and students following the Reading Recovery process, then moved to a more informal process that required less parent involvement. The parents were wonderful support and were always happy to follow up any suggestions.

At the completion of the programme parents were provided with a letter outlining their child's achievements.

Positive Outcomes:

Each student received one to one intervention tailored to their specific needs whether face to face or through virtual learning. 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.

Conclusion:

2020 will be considered a year like no other. Learning has been interrupted, modified and adapted on the run, to suit the mood of the students. Remote learning was definitely a challenge, yet students made progress and felt a great sense of achievement in being able to use technology independently. Considering all that has transpired, 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)

STUDENT LEARNING OUTCOMES

In 2020, we worked on the above improvement strategies. Unfortunately, due to Covid and the lock-downs we had to modify our strategies to some extent. We were unable to implement a few of the strategies as we couldn't give justice to it online. Our main focus and priority was to provide effective education online to our students during this unprecedented time using technology.

During online learning we had to ensure that -

- Learning continued smoothly and that it was engaging

- All learner needs were catered for by providing differentiated activities that could be completed independently
- Regular feedback was given on the work submitted by the students
- Learning was presented using SeeSaw through a variety of activities
- Opportunities for regular Google Meets were provided for live teaching and communicating with parents
- Assessment was done in different forms so that the data informed teaching
- Intervention was provided to the at risk students

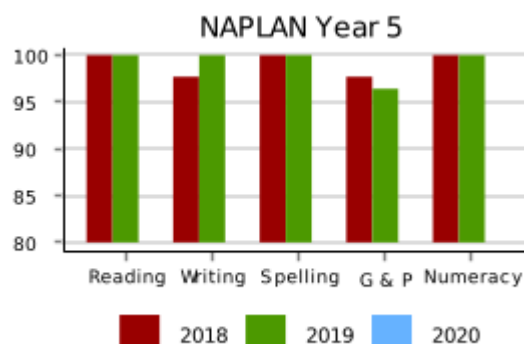
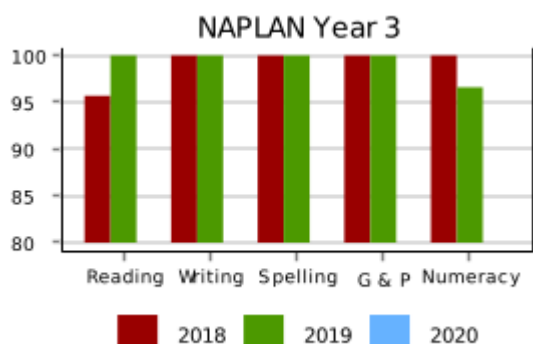
Our assessments were modified due to online learning. There was no Naplan and PAT-R assessment done mid-2020. The literacy and maths assessments were done at school in term 1 and 4 but online in term 2 and term 3. The validity of that data is questionable as there were lots of issues impacting the online learning of the students as well as the environment in which they were assessed. Some students showed less growth whereas some showed good growth. 2021 is going to be vital for our students to focus on their learning and for the teachers to provide support to the students who struggled during 2020 with their learning. In 2020 the parents worked in partnership with the teachers in the true sense.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2018	2019	2018 – 2019	2020	2019 – 2020
	%	%	Changes	%	Changes
			%	*	*
YR 03 Grammar & Punctuation	100.0	100.0	0.0		
YR 03 Numeracy	100.0	96.6	-3.4		
YR 03 Reading	95.7	100.0	4.3		
YR 03 Spelling	100.0	100.0	0.0		
YR 03 Writing	100.0	100.0	0.0		
YR 05 Grammar & Punctuation	97.7	96.4	-1.3		
YR 05 Numeracy	100.0	100.0	0.0		
YR 05 Reading	100.0	100.0	0.0		
YR 05 Spelling	100.0	100.0	0.0		
YR 05 Writing	97.7	100.0	2.3		

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

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

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



Student Wellbeing

Goals & Intended Outcomes

Wellbeing - Paul Gleeson

Advice on Broad Goals

To develop students as enablers of their own learning and wellbeing so that they can take their place in the world as responsible citizens.

Intended Improvement Outcomes

That students' social and emotional wellbeing will be improved through the use of specific SEL programs

Key Improvement Strategies

Make explicit connections between student wellbeing and teaching and learning in all policies, programs and practices.

Learning Diversity 2020 - Kate Rampant

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

Achievements

Wellbeing

In 2020, the area of Wellbeing played an even greater role in the lives of all in the community. The pandemic resulted in the disruption of on-site schooling and this was significant in many areas that we can sometimes take for granted. It became critically important that the leadership and staff of the school addressed many of the fears and trepidations that arose because of this pandemic that had swept the world.

Face to face teaching for 90% of the students was now through the screen of the computer. Those that were permitted to attend school need to be here for a variety of reasons under the guidelines of the State Government and Chief Medical officer. Students needed to come to terms with this new way of learning and for many to begin with, this was a struggle. Staff also were thrust into a way of facilitating and working with the students and this did indeed take its toll on many. Family life was thrown into disarray as now families were required to sat at home, work from home and assist their children when possible from home. For some families, this set in motion a 'perfect storm' and so it became important through Zoom meetings and private conversations that the message of 'you could only do what was possible' was reinforced again and again.

The second lock down created the same amount of disruption for families however staff seemed to have greater processes in place and the quality and differentiation of lessons was amazing to witness. Staff should be extremely proud of their efforts over the months and whilst the lessons were very different, the staff worked to ensure that all students were catered for as best as possible.

As stated previously, Zoom meetings and google meets became the way for connections to continue throughout online learning. A fine balance of the number of times meetings could and should occur to ensure that staff were not intruding into the home lives of our families. Conversations with whole classes were welcomed by the students as they were able to see their friends. Strict protocols were set in place and these were adhered to by all. Conversations with parents were handled discretely and with utmost respect. The school worked very closely with the school counsellor to ensure that those students who were at risk or struggling, were not forgotten.

The normality of school life was not forgotten to ensure that the connection to school continued for families over this time. This was achieved by:

- Continuation of class discussion in reading and maths.
- Staff 'touching base' with students over the course of the day
- Groups meetings with students requiring assistance with the same skill or problem
- Parent teacher interviews through the online platform
- School counsellor continued to monitor those students that required extra help
- School assemblies were recorded and set to all families via the Seesaw app
- The faith development of the school continued through class prayer each morning and through Prayer of the Air each Tuesday.

These events were important as they ensured the continuity of connection. Students were still recognised for their efforts with awards announced and certificated sent via the post. This time was all about ensuring that connection was maintained and that parents had the understanding that if help was required then help would be given.

Whilst day 3 of the Berry Street program occurred before the pandemic lock down, day 4 and thus the completion of the program could not occur. A date in 2021 will be organised so that learning for the staff of both the North and the South school can continue. It became apparent that throughout online learning, practices gained from the Berry Street program were utilised by the staff and this assisted in the 'normality' of school life for the students.

Another important factor that needed to be considered was the mental health and wellbeing of the staff. During the first lock down, some staff members were unsure of how to create online lessons as they had never experienced this before. Lesson formation became a priority and assistance was given to ensure that all staff were confident in creating lessons that all for creativity as well as differentiation. Google meetings were held with all levels on a regular basis and staff were rostered on a fortnightly basis. Face to face contact became very important as part of the mental wellbeing process as it gave the opportunity for staff to come together in the safety of COVID 19 protocols.

The return to school by staff and students in Term 4 2020 was a joyous occasion however it was necessary to focus on the mental health of all to ensure that people were comfortable about being

onsite once again. A grade two child remarked that she was 'living the dream' about being back with her friends and teachers and this was evident throughout the school.

The intended outcome for 2020 was that students' social and emotional wellbeing will be improved through the use of specific SEL programs however 2020 turned into the year when the wellbeing of every stakeholder of our community needed to be monitored and assisted.

Let's hope that 2021 brings a safer and fruitful outcome for all.

Learning Diversity 2020

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

Learning Diversity 2020:

A total of 46 students were funded under the NCCD model of funding. This equates to 18.4% of our student population.

- We continued working with Louise Davidge and Nicole Jane on our NCCD practices, especially recording evidence.
- Two Visiting Teachers (provided by Catholic Education Melbourne) were regular visitors/consultants
 1. One VT for the hearing impaired (5 students)
 2. One VT for chronic illness/physical disability (4 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 weekly basis. Paid for by the school.
- Our team consists of one Learning Diversity Leader and six Learning Support Officers
- 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
- SMART goals staff meeting and PLPs was presented by Nicole Jane in term 4.

Recommendations for 2021:

- Learning Diversity Leader to work more closely with our Specialist Teachers
1. Specialist teachers to attend some student PSGs
 2. Specialist teachers to have knowledge of specialised needs of students
- Further work with staff on writing SMART goals for PLPs
 - Streamline ways of recording evidence for NCCD
 - Continue to assist staff in their understanding and recording of all adjustments made

VALUE ADDED

In both the areas of Student Wellbeing and Student Services, a great deal of time and effort was given to ensuring the mental and wellbeing of all in the community was given precedence. Communication was the key over this period and the use of both Zoom and Google Meets provided the platform for this connection to continue. Meetings with professional people was also continued so that programs set in place before the lock-downs could occur. Professional expectations such as PLP's and PSG's for students at risk also continued and this was appreciated by those families involved. On return to school in Term 4, the major emphasis was ensuring a smooth transition back to on-site learning and the students settled in very well and enjoyed the 'normality' of school life once again.

STUDENT SATISFACTION

The school year of 2020 provided a number of valuable learning opportunities for the students. Online learning provided the students with a set of new skills which were first learnt and then reinforced throughout lock-downs 1 and 2. Some students flourished through the lock-downs and some struggled. Those students at the greatest risk were invited to attend school and therefore learning became a priority. It is fair to say that by the end of lock-down 2, the students were well and truly excited about returning to school. As stated previously, one student remarked that she was 'living the dream' by being back at school. The connection to friends and to their teacher was what was missed the most and even those students who struggled with school saw the benefits of actually being at school. Students were remarkable in the way that came back to on-site learning and there was a sense of calmness throughout. Conversations that were had indicated that school was very important and that the return to school was exciting. Whilst there will always be the ups and downs of school life, 2020 became important as it showed the community the value of relationships and the importance of school life for all.

STUDENT ATTENDANCE

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.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL

Y01	91.4%
Y02	91.6%
Y03	88.4%
Y04	85.9%
Y05	96.3%
Y06	95.0%
Overall average attendance	91.4%

Child Safe Standards

Goals & Intended Outcomes

Child Safe Standards - Paul Gleeson

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 are completed and filed in by the staff and school community 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 reviewed with all staff throughout 2020
- The child friendly child safe policy was reviewed with all staff throughout 2020
- The Code of Conduct Policy was reviewed with all staff and attached to all updated contracts.
- The Child Safe Policy was reviewed 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
- The Code of Conduct policy appears in all new prospective family folders
- The 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 are 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.

Achievements

It became important during COVID that new guidelines were developed to ensure the safety and wellbeing of all whilst online learning occurred. Protocols were set in place and these were followed by all. All students remain safe during this period however was offered by the school to families who required assistance. This became a strength of the school.

Leadership & Management

Goals & Intended Outcomes

Leadership and Management - Paul Gleeson

The focus for the large majority of the 2020 year centred around the health and wellbeing of all in our community - students, staff and families. It became apparent from the early stages of lock down that the emphasis of leadership and management was providing everyone with the tools to be able to get through this difficult time. Safety procedures were set up and enforced

The Goals and Intended Outcomes stated below became secondary to the health and wellbeing of all.

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

Achievements

The role of Leadership and Management is to provide opportunities for improvement across all sectors of the school. In 2020, the major emphasis centred around the following:

1. Successful transition of face to face teaching to the new online learning platform.
2. Professional development of staff to ensure that learning for the student community continued.
3. Availability of devices so that no family was disadvantaged during this time.
4. Ensuring that staff were adequately resourced during the lock-down period to successfully teach from home. This included laptops and iPads and whiteboards in which to teach from.
5. Safety and protection of the permitted worker students and the vulnerable students that were invited to learn onsite.
6. Connection to all members in the community through zoom meetings and telephone calls.
7. The transition of staff on a rotational basis to ensure that they were safe and healthy during this period.

8. Regular zoom meetings with levels across the school to 'touch base' with how staff were travelling emotionally as well as collectively as a teaching group.
9. Celebrating the little wins that occurred throughout this time.
10. Ensuring the transition back to school was as seamless as possible for all members of the community.
11. Engaging the community again through skoolbag, vimeo and seesaw activities.

The greatest emphasis on professional development in 2020 was ensuring that quality online lessons were delivered to the students. Whilst staff did participate in online learning provided by CEM and outside agencies, the focus was on the refinement of lessons for the students. Subsequently, expenditure on professional development for staff was very low.

Whilst 2020 provided its fair share of headaches, it is also important to note that a large amount of work was continued by all staff in their efforts to critically analyse the strengths and challenges of the students. Whilst the students were involved in testing, reports were modified to ensure fairness during the lock-down period. Once back onsite during fourth term, students participated in both formative and summative assessments to gauge the level of understanding for reference.

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). Unfortunately, the events of 2020 meant that the staff could not complete the fourth and final professional development day, but this will be a priority on the 2021 school calendar.

As stated in last year's Annual Report to the School Community, 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. Each class continued to focus on prayer when zoom class meetings occurred and videos were sent to all families with either prayer as the focus (Prayer of the Air) or School Assemblies. These were well-received by the community as it created a level of connection that was so missing while students learnt from home. Sacramental programs were delivered through online lessons and this culminated in the Sacrament of Confirmation being able to be celebrated near the end of 2020. The Sacrament of First Eucharist was postponed in 2020 but will be completed in Term 1 2021.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2020

Teacher Professional Learning - Paul Gleeson

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. In 2020, although staff were not onsite for a large portion of the year, these learning opportunities still continued with all teams. School curriculum leaders did an amazing job that learning continued throughout.

At the commencement of 2020, all staff were able to participate in the third session of the Berry Street Program however were unable to complete the fourth and final session of the program. This will be held over until 2021.

The CEMISIS surveys from 2019 showed a very positive environment throughout all staff members and this was very pleasing. Feedback to staff was the main priority for 2020 and because this could not occur, this will be the main focus for the 2021 school year.

Number of teachers who participated in PL in 2020	33
Average expenditure per teacher for PL	\$200

TEACHER SATISFACTION

Teacher Satisfaction

In 2020, the satisfaction ebbed and flowed which was greatly understood considering the situation the world found itself in. As stated previously, an important factor that needed to be considered was the mental health and wellbeing of the staff. During the first lock down, some staff members were unsure of how to create online lessons as they had never experienced this before. Lesson formation became a priority and assistance was given to ensure that all staff were confident in creating lessons that all for creativity as well as differentiation. Google meetings were held with all levels on a regular basis and staff were rostered on a fortnightly basis. Face to face contact became very important as part of the mental wellbeing process as it gave the opportunity for staff to come together in the safety of COVID 19 protocols. Staff felt safe and supported during this time and there was an overwhelming desire to come back to onsite teaching far earlier than what was permitted. This was a very positive sign as when school returned for Term 4, enthusiasm was very high.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.3%
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ALL STAFF RETENTION RATE	
Staff Retention Rate	91.2%

TEACHER QUALIFICATIONS	
Doctorate	0.0%
Masters	33.3%
Graduate	33.3%
Graduate Certificate	5.6%
Bachelor Degree	33.3%
Advanced Diploma	22.2%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	25.0
Teaching Staff (FTE)	18.0
Non-Teaching Staff (Headcount)	9.0
Non-Teaching Staff (FTE)	6.7
Indigenous Teaching Staff (Headcount)	0.0

School Community

Goals & Intended Outcomes

School Community 2020

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

Achievements

The 2020 school year was one where our whole focus was forced to change due to the COVID 19 pandemic. The school is committed to the involvement of parents either in classrooms or at school events and sadly, this was simply not possible due to the harsh restrictions set in place by the State Government and Chief Medical Officer. Whilst these restrictions were absolutely necessary it resulted in a void for parent interaction within the school. Events and opportunities for families to come into the school were cancelled and this was difficult for many. The usual events such as Easter Raffle; Mother's Day Stall; Mother's Day Afternoon Tea; Father's Day Stall and Dad's Matter Evening; Christmas Raffle, student discos, memorial Services for ANZAC Day and Remembrance Day, Project Compassion Appeal and Celebration of Learning - just to name a few could not occur. It soon became apparent that staff had to reach out to families through the use of technology. This had to be tempered with caution as to not invade the privacy of home life and yet ensure families that the school is available should it be required.

As stated, it soon became apparent that technology could be used to fill a void with not having parents within the school. Below is a list of what was achieved during the COVID 19 lock-downs 1 and 2:

- Availability of devices so that no family was disadvantaged during this time.
- Safety and protection of the permitted worker students and the vulnerable students that were invited to learn onsite.
- Connection to all members in the community through zoom meetings and telephone calls.
- Engaging the community again through skoolbag, vimeo and seesaw activities
- Parent teacher interviews through the online platform
- School counsellor continued to monitor those students that required extra help
- School assemblies were recorded and set to all families via the Seesaw app

- The faith development of the school continued through class prayer each morning and through Prayer of the Air each Tuesday.

These events were important as they ensured the continuity of connection. Students were still recognised for their efforts with awards announced and certificated sent via the post. This time was all about ensuring that connection was maintained and that parents had the understanding that if help was required then help would be given.

The school did its very best to ensure that the connection continued during lock down 1 and 2 and should be proud of the efforts that it achieved to remain connected. The school thrives on parent interaction and involvement and so to not have this in 2020 was extremely difficult. Once restrictions lifted, school tours under COVID safe guidelines were permitted to recommence and this gave the opportunity for the connection with the community to begin again.

With the hard yards worked through, fourth term provided the chance to return to onsite learning. This was a welcomed relief for the community that struggled. Whilst the parents were not allowed in the school grounds, the reconnection at the gate was really important. It is interesting to note that a positive from the hard times was that our students became fiercely independent and the students were more settled for the commencement of the day. A survey of parents has indicated that they are in favour of this continuing into 2021. Let us hope that 2021 provides many joys so the memories of 2020 become a distant memory.

PARENT SATISFACTION

Parent Satisfaction

Throughout 2020, the school was extremely conscious of the effects that the lock-downs had on families. Constant communication was vital to ensure that families felt somewhat connected to the school. The use of zoom and google meets played an important role in this connection being facilitated and from anecdotal data, this was widely appreciated across all parents. The use of the school counsellor was an important linchpin to family life and this too was greatly appreciated by the families that utilised this service. It was wonderful to see parents 'at the gates' throughout Term 4 and hopefully, parents will be invited back into the school in 2021. As stated previously, across all measurable indicators from the CEMIS data of 2019, there was 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. With no data taken from 2020, the school will await the result of the 2021 surveys.

Future Directions

Future Directions

With the return to onsite schooling, the main priority for the commencement of 2021 will be to ensure the mental health and wellbeing of our students on their return. After such a tumultuous year in 2020, the fragility of some students will need to be monitored. The utilisation of the Berry Street program provides a fantastic basis for the social and emotional health and this will become a priority for all staff.

With the completion of the school review in 2020, the school has clear direction for the next four years. The review has given the school clear recommendations which are as follows:

Enhances the performance and development culture of the school by:

- Developing a strategic and targeted professional learning plan
- Building a formal feedback procedure ensuring that peer observation, mentoring and coaching is integral to teacher professional development
- Using cycles of inquiry to analyse data and use evidence to inform teacher practice focussed on improving student outcomes

Develops an intentional, ongoing and reflective faith formation strategy that:

- Has substantial theological content
- Uses the Pedagogy of Encounter to support the school community to make connections between life and faith in a rich multi-cultural and multi-faith environment
- Builds the confidence and capacity of all staff to lead the learning, development and formation of the students

Fosters authentic staff, student and community agency by:

- Enabling students to be co-designers of their learning to develop more animated learners
- Empowering students as genuine decision-makers and active contributors in all aspects of the school
- Strengthening the formal processes through which families can work collaboratively with the school to enable parents to partner with the school to support the learning and development of their children
- Building on the high-quality relationships between staff and leadership to further enhance staff voice in the development of whole school improvement strategies.

These recommendations will form the basis of the School Improvement Plan and Annual Action Plan for the next four years.

With COVID restrictions lessening, it is hoped that parents will be able to re-enter the school at some time throughout 2021. In Term 4, parents were unable to enter the school and therefore were required to drop their child off at the gates in the morning. An unexpected positive from the COVID period was the newly developed independence that the students gained from the drop-off system. Students started each morning more settled and ready for the start of the day. A survey conducted by parents regarding 2021 has indicated that they would like this morning drop off to continue and this will be implemented again in 2021.

School programs that had to be cancelled due to the COVID epidemic can be recommenced. These include: inter-school sport, school masses, class masses, art show, school Christmas concerts etc are hopefully able to be part of the school calendar again.

The absence of the Parents Association in the school for a majority of the school year was a disappointing aspect of the COVID pandemic. The P.A. work very hard to ensure amazing activities for the school community and the much-appreciated fundraising and community building events were sorely missed.

The school will continue work to develop each child's self-esteem through targeted programs and the use of current data. The importance of working with and utilising our wonderful parents to enhance learning will continue, and it is hoped that 2021 is a fantastic year for the community of St Paul Apostle South.