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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 2021 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 Schools.

Paul Gleeson

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

Governing Authority Report

2021 has been a momentous year for Catholic education in the Archdiocese of Melbourne, with Melbourne Archdiocese Catholic Schools Ltd (MACS) assuming governance and operations of 290 schools which previously operated under unincorporated structures.

MACS was established to ensure these schools continue the mission of Catholic education to proclaim the Good News while equipping our young people with the education, knowledge, skills and hope to live meaningful lives and enrich the world around them.

Our schools were again asked this year to respond to the challenges of the coronavirus pandemic. Although asked to implement many measures to keep our staff and students safe, our schools were able to continue delivering a high-quality Catholic education through the resilience and dedication of our principals, school leaders and teachers.

Alongside this important work, we were also able to deliver a new policy suite for schools to ensure our students are safe and which enhance the consistency and transparency of school decision-making, while preserving school autonomy and respecting the local context of our schools.

School Advisory Councils have been established to actively support the principal and embed the life of the local Church in the life of each school. It has been wonderful to see so many parents and members of the wider parish community engaged in these critical forums.

Thank you for the support you have given our schools in 2021. We look forward to continuing to work with you as we strive to provide the young people of the Archdiocese of Melbourne with the best kind of education possible, one that fosters a formation of the whole person that is deeply and enduringly humanising.

Yours sincerely

Jim Miles

Executive Director

Melbourne Archdiocese Catholic Schools Ltd

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.

2021 Enrolments were 264 students.

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 48 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. 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 even though the school lockdown decreased the opportunities for families to enter the school.

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. Due to COVID, the school was unable to complete the Berry Street Program however, this will be completed in 2022. The program has been a powerful tool for staff to improve the mental health, well-being and self-esteem of students and staff.

School Structure

In 2021 the school was arranged across 13 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 both social and fundraising events for the community. As with 2021, the COVID lockdown stopped a great deal of our events

from taking place however, there is great excitement for 2022 to provide increased opportunities for families to be welcomed back into the school and community spirit once again renewed.

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. To the credit of this organisation, the service continued throughout lockdown which was greatly appreciated by the families that utilise the program.

Principal's Report

Principal's Report

As with the 2020 school year, 2021 provided the community with unprecedented challenges which made it tough on all aspects of the community - the students, the staff and most importantly, the families. Our students came back from holidays settled and relationships were built upon and strengthened only to be placed in lockdown for the longest amount of time throughout the year. This took a great toll on the families and staff at the school and the Christmas holidays provided everyone to recharge and look forward to 2022.

Under government and health authority regulations, our schools became ghost towns once again with only students of permitted works or vulnerable students allowed to return. Whilst this created a comfort zone for the selected few, virtual online learning environments replaced face to face interactions. The pressures on all were greater than 2020 and yet the school continued to provide the students with quality lessons. Seesaw activities, explanation videos and zoom meetings once again became the norm.

At the conclusion of Lockdown 6, all in the community were extremely fragile and therefore, Term 4 was about education and but more about our students felt safe. Time was spent ensuring the anxiety and fears were controlled. Whilst the worry of a further lockdown was still very much in the minds of all, we ended the year with a wonderful Christmas video which all students thoroughly enjoyed participating in.

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.

The independence of our students once again became evident and upon return to school, students learnt to walk themselves in and get settled quickly without assistance from their parents. Whilst the community was extremely fragile, we all should be proud and what was achieved in trying times.

We look forward to 2022 with a greater sense of optimism as it is from this that we look forward to a successful year.

Education in Faith

Goals & Intended Outcomes

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 by gathering for mass and this helped to center us all in our own faith journey as we started the new year full of faith, hope and love.

Due to COVID restrictions we commenced the year with a whole school liturgy with the focus for the year "St Paul Apostle South is a place of Peace." We welcomed new students, parents and staff.

This year our whole school reading for the year was John 14:27. All grades were presented with a frame with different visual copies of this reading. 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 17th of February the whole school gathered virtually in their classrooms due to COVID restrictions to mark the beginning of Lent: Ash Wednesday. During Lent, the focus was on fasting, prayer and alms giving. Throughout the liturgy dialogue was entered into discussing Pope Francis' words on fasting from and feasting on. This was a focus for the students during the season of Lent. 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 \$520.15, with 3/4Z raising the highest total.

Our Sacramental program started early this year commencing with Eucharist to support the students in grade 5 who were unable to make the sacrament in 2020 due to COVID. The candidates participated in Family Night sessions led by the Parish team and school based lessons with Mr Gleeson. These students received the Sacrament of Eucharist on the weekend of March 20th and 21st.

Due to COVID restrictions our Easter Liturgy to celebrate Holy Week was once again an online liturgy. Each grade was given a part of Holy week which they had to retell, describe how this story made them feel and what the message is for us today. The RE created a powerpoint with each grade's input and this was shared as a whole school liturgy.

Term 2

Term 2 started with students onsite however we were faced with another lock down during the term.

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.

The candidates for Reconciliation finally started their journey participating in a Parish based program with a Family Night. The Parish team presented different key understandings on the night. Unfortunately due to COVID dates needed to be changed and the students needed to wait to term 3 to celebrate the Sacrament of Reconciliation in small and meaningful gatherings due to COVID.

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 reflect on the qualities of St Paul and how we can relate to this in our lives in 2021.

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.

During this lockdown 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.

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

With the return to onsite learning we were fortunate to work alongside a very supportive Parish team who worked to ensure that our grade 4 students would receive the Sacrament of Eucharist. Br Brendan and Fr Luke presented online sessions for the students that were supported by lessons at school. These students made the Sacrament of First Eucharist led by Fr Brendan and Fr Luke in intimate yet faith filled celebrations on November 12th and 13th.

Our Confirmation candidates were able to participate in 2 family nights lead by Fr Brenadan and Fr Luke, this was supported by school lessons. The candidates reverently received the gift of the Holy Spirit on December 5th.

Advent and Christmas is a time that the students were able to focus on the birth of Jesus. In school, each class has their own Advent wreath and candles that was the center point of their prayer space for the day. This year due to restrictions students were able to record the Nativity story led by Sarah Gilbert who created a video that all grades participated in.

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 Value added for 2021 come in the form of the achievements which were an important factor in continuing the faith of the school whether it be online or onsite. These were as follows:

- Whole school focus on how we can bring peace into our lives
- All sacraments completed even with COVID restrictions

- Continued to support social justice through St Vincent de Paul
- Online liturgies celebrated feast days
- Continued progress in using the pedagogy of encounter for planning RE units
- Staff prayer became a focus point
- Prayer of the air, continued through online learning

Learning & Teaching

Goals & Intended Outcomes

Literacy

In 2021, the main focus in Literacy were the following:

- Further improve the literacy skills of higher achievers (F-6), by extending and broadening their learning experiences through a variety of texts
- 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
- 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
- Continue to utilise SeeSaw to share student learning and communicate with parents

Staff worked on the above improvement strategies. Unfortunately, due to Covid and the lockdowns 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.

Our assessments were modified due to online learning. There was no Naplan in 2021. The literacy assessments were done at school as well as online. 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. 2022 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 2021 with their learning. In 2021 most parents worked in partnership with the teachers in the true sense.

Mathematics

Throughout 2021, the focus on Maths was to allow students to learn and understand concepts of maths using a variety of strategies. Understanding how to solve a problem with five different methods is more important than solving five problems using just one method. Creating and understanding are the key to learning and self-improvement. Due to the COVID lockdowns and lessons online, the main focus was to create open ended questions that catered for all levels within a classroom.

Teaching and Learning in Inquiry

In Learning and Teaching in Inquiry, this has been a year to use the skills developed over the years in the areas of Inquiry/ STEM while refining the new skills we learnt in 2020 such as SeeSaw, Google Meet, Screencastify and other digital technologies to deliver the required curriculum. This year the focus was on planning & teaching the required topics using new resources, technology and being prepared to modify the lessons according to the needs during that term. Teachers planned for online learning and onsite learning using their planners and the other online resources available. Inquisitive as an online resource was used across all levels to deliver the curriculum.

DigiTech

DigiTech played a very important role once again throughout 2021. With the school in COVID lockdown, a number of families required devices in order to successfully navigate online learning. As with 2020, the teachers worked extremely hard to create lessons that were inclusive of all levels within a classroom. The basis of the online learning was the Seesaw platform and this was utilised by staff and students. Throughout the period of lockdown, successful lessons in all areas of the curriculum were created and maintained by the staff of the school. The purchase of more equipment enabled students to have greater access to computers when required with the school well-resourced to meet the demands of growing enrolments. Upon return to school, the sequential program that the school provides enabled all students to continue to develop skills required for future learning.

Achievements

Some of the achievements for 2021 in the area of Literacy:

- 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
- Face to face intervention was provided to the at-risk students
- Teachers were provided with regular PDs on how to effectively teach online.

Some of the achievements for 2021 in the area of Mathematics:

- 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

Some of the achievements for 2021 in the area of STEM / Inquiry:

- Use of grant money to buy Cricut to label and create stickers.
- Resource Smart-
- Partnership news- Partnership got moved to a new school Banrai in Thailand
- In Term 4 Year 5/6 teachers participated in the STEM for humanity project and presented at the STEM MAD Show. Three teams sent their videos and projects and out of that one team made it in the top 3.
- A two-year scope and sequence cycle for Inquiry & RE was created. It includes target skills for each level.

Some of the achievements for 2021 in the area of DigiTech:

- Continued use of Seesaw as a classroom resource, online learning platform and communication source with parents
- Introduced 1:2 laptops in Grade 3/4
- Undertook Cyber Safety sessions across the whole school, including all students, staff and parents
- Maintained server
- Updated school website - new platform, staff videos, layout, access
- Began a school Facebook page
- Film-making using Green-screen technology
- All parents connected to Skoolbag and linked to child's class
- Inquiry and Religious Education target skills more specifically aligned with curriculum for reports
- Digital asset register.

STUDENT LEARNING OUTCOMES

Our assessments were modified due to online learning. There was no Naplan in 2020 due to the Covid-19 pandemic. The Naplan data from 2019 and 2021 gives us information about the growth from year 3 to year 5. Our students continued to stay in line with the state average in literacy. There was just a little dip in the reading scores hence reading will be the whole school focus for 2022.

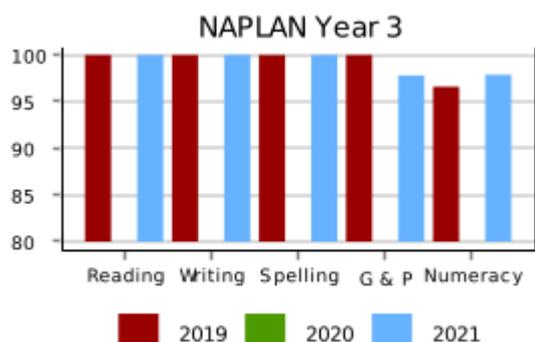
The literacy assessments were done at school as well as online. The validity of that data is questionable as there were lots of issues impacting the online learning of the students as well as the environment in which they were assessed. Some students showed less growth whereas some showed good growth. 2022 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 2021 with their learning. In 2021 most parents worked in partnership with the teachers in the true sense.

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2019 %	2020 *	2019 – 2020 Changes *	2021 %	2020 – 2021 Changes *
YR 03 Grammar & Punctuation	100.0	-	-	97.8	-
YR 03 Numeracy	96.6	-	-	97.9	-
YR 03 Reading	100.0	-	-	100.0	-
YR 03 Spelling	100.0	-	-	100.0	-
YR 03 Writing	100.0	-	-	100.0	-
YR 05 Grammar & Punctuation	96.4	-	-	100.0	-
YR 05 Numeracy	100.0	-	-	100.0	-
YR 05 Reading	100.0	-	-	100.0	-
YR 05 Spelling	100.0	-	-	100.0	-
YR 05 Writing	100.0	-	-	100.0	-

* 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

Students Wellbeing

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 build their capacity and understanding of social and emotional wellbeing (Berry Street strategies) and enact this in their everyday life.

KEY IMPROVEMENT STRATEGIES

Make explicit connections between student wellbeing and the teaching practices of our school.

WELLBEING 2021

In 2021, wellbeing continued to be a large focus as the school community continued to learn how to live during an ever-changing global pandemic. For the students, teachers and families, the school routine was once again disrupted, as face to face learning soon became online learning once again became the norm. Throughout the year, mental health and wellbeing was a key focus. It was amazing to see how well the teachers planned and catered for all students' needs and families tried their very best to participate in all learning experiences.

With what we had learnt from 2021, communication and collaboration were high priorities for the start of 2022. Seesaw was once again utilised by all classroom teachers to build and maintain connections with families. At the beginning of the year all classroom teachers created a short welcome video to introduce themselves and share some fun facts with the families and students. These videos were well received by all families, with many taking the time to respond back with positive feedback. Building relationships was a key focus for all staff at the beginning of the year as it is one of the key components that make up our Social Emotional Learning (SEL) program.

Unfortunately, due to the pandemic, staff were unable to participate in the final day (Day 4) of the Berry Street PD. Berry Street teaches about creating predictable routines, which is something that teachers worked hard to implement even though children were unable to be on-site learning for the majority of Term 3. As the lockdowns continued, it became very apparent that teachers and students were becoming tired. Additional PD into Practical Self Care for Educators was offered to all staff. This was a great way to end the term and reflect on their current practises and also plan for new ways they would take time for themselves. Already a date in 2022 has been organised so that learning for the staff of both the North and the South school can continue.

Throughout Term 2, the year 6 captains participated in training sessions for Peer Mediation. This was a trial run program, which aims to give our school leaders more responsibility, teach them life skills and help to better monitor yard issues. The students participated in one session per week on a Wednesday for half of lunch time. During the sessions, the students worked their way through various topics discussing and role-playing different scenarios. To begin, they looked at 'What is conflict?' and the qualities of a good leader. Then moved on to strategies for solving conflict, including their communication skills, questioning skills and problem-solving skills before finally using their knowledge to mediate real life problems with the support of the Student Wellbeing Leaders. Unfortunately, this program was unable to go any further than the learning phase due to lockdowns, but will be started back up in 2022.

Achievements

The continuation of many key wellbeing initiatives also occurred throughout the year. These included:

- Planning and teaching from the SEL scope and sequence which aligned with the units taught in Inquiry, STEM and Religious education
- Life Education Van visited the school to teach the students strategies in which they can follow every day to improve their health and wellbeing
- The Wellbeing Leaders continued liaising with the school counsellor and teachers on a regular basis about children who are referred or who need to be
- Continued support for teachers and children who need extra support in regulating behaviour - playground duty books monitored
- Continued implementation and teaching of the Berry Street Educational Model
- Staff 'touching base' with students over the course of the day
- Parent teacher interviews through the online platform

VALUE ADDED

Continued remote learning throughout the year was quite stressful for all families. During this time, as a way to encourage fun family activities, a series of quizzes/challenges were sent out to all families. It was wonderful to see so many families participating and enjoying spending quality time together in a different way. Although this year was another challenging one; all staff, students and families should be commended on how well they used their understanding of social and emotional well-being to live this out in their everyday lives.

STUDENT SATISFACTION

The school year of 2021 once again many challenges but many positives for the students. Online learning reinforced the skills which were first learnt and then reinforced throughout 2020. As with the previous year, 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 6, the students were well and truly excited about returning to school. School wasn't such a bad place to be and the connection to friends and to their teacher was what was missed the most. Students were once again remarkable in the way that came back to on-site learning and there was a sense of calmness throughout. The uncertainty of lock downs was still present but the focus for all students was now school centred and not home centred.

STUDENT ATTENDANCE

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.

During the period of online learning, Google Meets were organised every day to ensure student attendance and student engagement. If there was a lack engagement or participation then families were notified and offer of assistance given. Families that particularly struggled to assist their children for a variety of reasons were invited to send their child to school on pastoral grounds.

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	
Y01	93.7%
Y02	94.2%
Y03	93.1%
Y04	94.9%
Y05	95.0%
Y06	96.2%
Overall average attendance	94.5%

Child Safe Standards

Goals & Intended Outcomes

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.

The school takes the responsibility of protecting all students very seriously and works with all members of the community to ensure that these expectations are adhered to.

Achievements

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 2021
- The child-friendly child safe policy was reviewed with all staff throughout 2021
- 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 the opportunity to view the Child Safe Policy and the Community Code of Conduct Policy via the school website.
- 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

Leadership & Management

Goals & Intended Outcomes

The focus for the large majority of the 2021 year once again centred around the health and wellbeing of all in our community - students, staff and families. It became apparent that the lockdowns of 2021 took a huge toll on students, families and staff and therefore, the emphasis of leadership and management was providing everyone with the tools to be able to get through this difficult time. Vulnerable students were permitted to attend school with staff on a rotational basis. The end of 2021 provided the opportunity for all to take time out and reset for the new year ahead.

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 2021, the major emphasis centred around the following:

1. The continued success of developing lessons for online learning.
2. Providing continued opportunities for staff to have access to professional learning.
3. Availability of devices so that no family was disadvantaged during this time.
4. Continuity in staff being adequately resourced to successfully teach from home.
5. Ensuring that vulnerable students were once again invited to learn onsite.
6. Continued expectation of zoom meetings and telephone calls as an important connection to community.
7. The continued timetabling of staff on a rotational basis during the lock down period to ensure the safety of all staff.
8. Continued check-ins to ensure the wellbeing of all staff.

9. Ensuring the transition back to school was as seamless as possible for all members of the community.
10. Engaging the community again through skoolbag, vimeo and seesaw activities and allowing parents to re-enter the school during fourth term.

The continued emphasis on ensuring that quality online lessons by all staff were delivered to the students was a priority for leadership and management. Staff continued to participate in online learning provided by CEM and outside agencies, but this was greatly lessened due to the COVID pandemic.

It is very important to note that for all the upheaval of 2021, the students were still involved in testing during the lockdown period. Once back on-site during fourth term, students participated in both formative and summative assessments to gauge the level of understanding for reference.

It was apparent that upon returning to school in fourth term, that both the students and staff were hesitant about a potential seventh lockdown but our time together once again needed to be celebrated and celebrated it was.

The importance of constant communication to the community throughout 2021 became a real strength and an important achievement in this area. Assemblies and Prayer of the Air, either online or recorded became a conduit between school and home. Sacramental programs were delivered through online lessons all sacraments were celebrated by the end of the year which was an enormous effort by all involved considering the circumstances that presented themselves. It is fair to say that 2021 took its toll on people however, the school looks forward, with confidence, to a smother 2022.

EXPENDITURE AND TEACHER PARTICIPATION IN PROFESSIONAL LEARNING

Description of Professional Learning undertaken in 2021

Teacher Professional Learning

Teacher Professional Learning is a valued part of our ongoing learning development. Teachers attend professional learning through a variety of opportunities including staff meetings, weekly Professional Learning Team Meetings (PLT's) as well as Level Planning meetings. The staff have also focused upon the personalisation of learning and improving school effectiveness even though lockdown was an increased barrier in coming together. In 2021, even though staff were not onsite for a large portion of the year, these learning opportunities still continued with all teams. Regular meetings were still held via the Google Meet platform and school curriculum leaders ensured that communication and learning with all staff was constant.

The CEMSIS surveys from 2021 showed that staff are willing to attend ongoing professional development and in 2022, both individual, levels and whole school professional development has already been organised.

Number of teachers who participated in PL in 2021	30
Average expenditure per teacher for PL	\$100

TEACHER SATISFACTION

In 2021, the satisfaction ebbed and flowed which was once again greatly understandable 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. By the time the sixth lockdown has ended, staff were very anxious that the remainder of the year (4th Term) would also go into lockdown. Staff were timetabled over a period of two weeks to attend school and this also cause some staff to feel isolated. A great deal of work was done behind the scenes to ensure that when all staff returned face to face, protocols were set in place for staff to come together in the safety of COVID. These strict protocols became very important as staff felt safe and supported during this time. Whilst staff were happy to be back, there was still an air of uncertainty. Whilst staff were extremely satisfied with the support of staff, the continued working from home reduced the moral of some staff.

It is hoped that upon return to school in 2022 and without the veil of uncertainty and with the changes to COVID restrictions, staff will return to pre COVID levels of enthusiasm.

TEACHING STAFF ATTENDANCE RATE

Teaching Staff Attendance Rate	95.0%
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ALL STAFF RETENTION RATE

Staff Retention Rate	75.8%
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TEACHER QUALIFICATIONS

Doctorate	0.0%
Masters	38.5%
Graduate	38.5%
Graduate Certificate	0.0%
Bachelor Degree	23.1%
Advanced Diploma	30.8%
No Qualifications Listed	0.0%

STAFF COMPOSITION	
Principal Class (Headcount)	2.0
Teaching Staff (Headcount)	26.0
Teaching Staff (FTE)	19.3
Non-Teaching Staff (Headcount)	11.0
Non-Teaching Staff (FTE)	8.1
Indigenous Teaching Staff (Headcount)	1.0

School Community

Goals & Intended Outcomes

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

For the second year in a row, our school year and our community involvement were derailed due to the continuation of the COVID pandemic. Whilst the importance to the involvement of parents either in classrooms or at school events was once again not possible, a large amount of time and effort was given to ensure that our communication opportunities increased even to a greater level. Connection and communication for the community is vital and I believe that our efforts in this area was rewarded.

Even though many opportunities for families to come into the school were once again cancelled like the previous year, the staff once again stepped up with videos to keep the community connected. The staff needed to reach out to families again through the use of technology and similar to last year, find that balance of ensuring that quality lessons were delivered into the homes of all students. This once again had to be tempered with caution as to not invade the privacy of home life.

Some of our achievement for and with the community included:

- 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.

- 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 lockdown in 2021 and should be proud of the efforts that it achieved to remain connected.

Our parents were wonderful in their efforts to ensure that the children continued to learn during the lockdown period and it was wonderful to see them return in fourth term. Whilst the parents were not allowed to come into the classrooms and volunteer their help, they were allowed in the school grounds and this reconnection to teachers and other parents was really important.

School and community cannot remain in a lockdown situation and so it is hoped that 2022 will bring about a strategic plan to keep families at school and experience little disruption.

PARENT SATISFACTION

Parent Satisfaction

Throughout 2021, the school was extremely conscious of the exhausting effects that the six lockdowns 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 lynchpin 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 2022.

The survey data from the 2021 CEMSIIS surveys indicated that there was a great deal of satisfaction and support of the school by our community. This is evident in the following areas:

Recommendation of the school: 91%

Preparing the child for the next year: 83%

Teacher meeting the child's needs: 83%

Student respecting students: 86%

How well does feedback from the school help you to understand how well your child is doing: 86%

Support from the school if needed: 91%

Catholic beliefs are emphasised: 91%

Respect for other religions: 84%

Considering the amount of time where families were unable to enter the school, these results are very pleasing.

Future Directions

Future Directions

With the return to onsite schooling, the main priority for the commencement of 2022 will be to ensure the mental health and wellbeing of our students on their return. After such a tumultuous two years, the fragility of some students will need to be monitored. The utilisation of the Berry Street program will once again provide a fantastic basis for the social and emotional health and this will become a priority for all staff.

The review results of 2020 will be strengthened and the school will continue on its journey with the clear direction for the next three years. These recommendations include the following:

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.

Whilst COVID measures will still be important in 2022, it is hoped that parents will be able to re-enter the school at some time throughout the year. 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 fund-raising and community building events were sorely missed.

It will be important for the school will continue work to develop each child's self-esteem throughout 2022 and use our expertise to enhance then learning opportunities of all. It is hoped that our parents will return to our school in 2022 and that it will be a reaffirming year of how wonderful our family is.